WELCOME TO VIP:
ENGR 17911, 17920, 27920, 37920, 47920, 47921, 47922

Prof. Carla B. Zoltowski
Fall 2020 - August 26, 2020
VIP Leadership Team

Dr. Carla Zoltowski
Director

Dr. Jan Allebach

Dr. Yung-Hsiang Lu
• Director,
  Martinson
  Entrepreneurship
  Center
• Dean’s Fellow for
  Entrepreneurship

Dr. Nichole Ramirez
Assistant Director
Graduate Assistants

In addition to your team’s graduate student mentors, we have two general VIP Administrative TAs.....

Baekdu Choi  
Electrical and Computer Engineering

Sukhada Joshi  
Industrial Engineering
What are the goals of VIP?

- Provide undergraduate students an opportunity to work one-on-one with a faculty and/or graduate student mentor(s) related to the faculty’s scholarship and exploration.
- The continuity, technical depth, and disciplinary breadth of these teams provide time and context to allow you to:
  - Learn and practice many different professional skills.
  - Make substantial technical contributions to the project.
  - Experience many different roles on a large, multidisciplinary design/discovery team.
  - Make a difference!
VIP is growing!
20+ majors!
VIP Faculty by Discipline

AY 2020-2021
Faculty: 56

AY 2019-2020
Faculty: 48

AY 2018-2019
Faculty: 25

Academic Year

VIP = Project work + Professional Development

• Project work – both as an individual and a team – is most significant aspect of VIP
  • Lab meetings – typical scheduled 1 hours/week where you review progress with and get feedback from the faculty advisor and/or graduate student mentor(s)
  • Project team meetings (recommend regular scheduled time)
  • “Lectures” and/or “Assignments” to learn background for project during early part of semester (e.g., implement small task, read relevant research articles)
  • Independent learning
  • Final presentation, report, etc.

• Professional Development Opportunities
  • Support your success on your project and your team, and overall in your career and your life
Learning Objectives = ABET Outcomes

Students in VIP will make progress on each of the learning outcomes listed below:

i. an ability to apply engineering design to create a product ...

ii. an ability to develop and conduct experimentation...

iii. an ability to identify, formulate, and solve complex engineering problems ...

iv. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, ....

v. an ability to communicate effectively with a range of ...

vi. an ability to acquire and apply new knowledge as needed...

vii. an ability to recognize ethical and professional responsibilities ...
Brightspace

Two Brightspace sections

• **PD (Professional Development):** Fall-2020-VIP-PD
  • Course-wide communication
  • Professional Development Resources
  • Discussion boards

• **Lab/Team:** Fall-2020-VIP-team
  • Your VIP team specific info/assignments/expectations
  • Communication with your team
  • Note: Online students have to be added to specific teams
  • Assessment/assignments
    • Professional Development plan
    • Midsemester
    • Final

• **VIP Syllabus is posted in both (and on VIP website)**
Professional Development / Lecture Changes

• Professional Development sessions moving from “lecture” to combination of **asynchronous and synchronous** activities
• Collaborate with GRIT+ Programs to expand library of professional development opportunities
• Opportunities: VIP-PD Brightspace
• The Wednesday, 5:30 lecture time will be used primarily host open office hours after this week

Professional Development Plan

• Support your success on your project and your team, and overall in your career and your life
  • More autonomy and access to opportunities when you need them, not when we offer them
• Expect you to participate in 10 activities (1 activity ≈ 1 hour)
• Support tracks (e.g., Global Competency Certificate Modules for VIP Global team)
Professional Develop Resources

Submodules
- Introduction/General VIP Presentations
- Career Planning
- Communication
  - Oral, Written, Interpersonal, Dissemination Share with the world, and how to prep for these....
- Entrepreneurship
  - Intellectual Property
- Ethics
  - Everyday Ethics in Research and Design
- Hot Topics
- Intercultural Learning
- Teamwork/Leadership
- Well-being
- Research/Design: How-to and Tools
  - How to use Git/GitHub, LaTex, Responsible Conduct for Research (RCR)
### Professional Development Plan: Three (3) Required

<table>
<thead>
<tr>
<th>Track/Topic*</th>
<th>Activity</th>
<th>Organizing unit</th>
<th>Date (of activity or expected participation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PD (Required)</td>
<td>Welcome to VIP</td>
<td>VIP</td>
<td>Live on Wed, 8/26 at 5:30 pm; will be recorded</td>
</tr>
<tr>
<td>2. Communication (Required)</td>
<td>Expo – Abstract submission</td>
<td>OUR</td>
<td>See Fall Undergraduate Research Expo Website</td>
</tr>
<tr>
<td>3. Communication (Required)</td>
<td>Expo – Poster/Oral Presentation</td>
<td>OUR</td>
<td>November 16 - 20</td>
</tr>
</tbody>
</table>

*Only two (2) Required for ENGR 17911 Students*

*The remaining seven activities are to be chosen by the you, in collaboration with you team and team mentor, depending on their interest and what would be most beneficial for their work on a specific team.*

Team/Mentor can choose an alternate activity (e.g., IEEE Conference, Business pitch competition, presentation to external sponsor)
<table>
<thead>
<tr>
<th>Track/Topic**</th>
<th>Activity</th>
<th>Organizing unit</th>
<th>Date (of activity or expected participation)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. PD (Required)</strong></td>
<td>Introduction to VIP</td>
<td>VIP</td>
<td>Week 1</td>
</tr>
<tr>
<td><strong>2. Communication: Written (Required)</strong></td>
<td>Conference – Abstract submission</td>
<td>OUR</td>
<td>Due July 24, 2020 at 11:59pm</td>
</tr>
<tr>
<td><strong>3. Communication: Share with the World (Required)</strong></td>
<td>Conference – Poster Presentation</td>
<td>OUR</td>
<td>July 30-August 7,</td>
</tr>
<tr>
<td><strong>4. Research/Design</strong></td>
<td>Watch Video Advice about Doing Research (from Prof. Lu)</td>
<td>VIP</td>
<td>By June 24</td>
</tr>
<tr>
<td><strong>5. Research/Design</strong></td>
<td>Watch “Git &amp; GitHub Crash Course for Beginners” and comment on Discussion Board</td>
<td>VIP</td>
<td>By June 26</td>
</tr>
<tr>
<td><strong>6. Teamwork/Leadership</strong></td>
<td>Watch “Implicit Bias/Psychological Safety” video and comment on Discussion Board</td>
<td>VIP</td>
<td>By July 2</td>
</tr>
<tr>
<td><strong>7. Teamwork/Leadership</strong></td>
<td>GM Leadership Series – Bill Muzzillo – Parts 1-3 and comment on Discussion Board</td>
<td>VIP/ EPICS</td>
<td>By July 7</td>
</tr>
<tr>
<td><strong>8. Ethics</strong></td>
<td>Watch “Everyday Ethics in Research and Design” and comment on Discussion Board</td>
<td>VIP</td>
<td>By July 10</td>
</tr>
<tr>
<td><strong>9. Career Planning</strong></td>
<td>I am going to build my resume and practice my elevator speech using Upkey from the CCO On Demand Tools</td>
<td>VIP</td>
<td>By July 14</td>
</tr>
<tr>
<td><strong>10. Communication – prepare for Undergraduate Research Conference</strong></td>
<td>Watch “Simple Rules for an Effective Research Presentation” vid</td>
<td>VIP</td>
<td>By July 18</td>
</tr>
</tbody>
</table>

Can deviate from plan; do not need to resubmit.
VIP Grading Process

At start of semester
- Set expectations; Professional Development Plan

Mid-semester
- Student: self and peer evaluation
- Advisor: assess and provide formative feedback

Final
- Student: self and peer evaluation
- Advisor: assess and determine final grade
**VIP Mid-semester Evaluation**

How to access:
Team’s Brightspace > Course Tools > Assignments

Steps to submit:
- Download Word Doc
- Fill in template
- Upload completed evaluation to Brightspace by Friday, October 9th @ 11:59 pm EST

<table>
<thead>
<tr>
<th>Individual Accomplishments</th>
<th>Location of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accomplishment to be completed</th>
<th>When will it be completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

1. List your individual accomplishments to date (can add/delete rows as needed):

2. List your individual accomplishments and achievements that you will complete by the end of the semester (can add/delete rows as needed):

3. Describe anything that you are struggling with related to the project.

4. Describe at least one of your strengths that has contributed to the team.

5. Describe at least one of your weaknesses that you could try to overcome.

6. Describe your impact on the project overall.

7. Any additional comments you would like to add:
Evaluation Criteria

Accomplishments and effort:
__ Quantity of project accomplishments
__ Quality of project accomplishments
__ Initiative
__ Work ethic
__ Ability to overcome project setbacks
__ Learning needed for the project
__ Focuses effort on achieving goals
__ Manages time and tasks well
__ Overall

Documentation:
__ Individual documentation (quality/quantity)
__ Contributions to team documentation (quality/quantity)
__ Contributions to team poster, presentations
__ Use of appropriate tools (e.g., Git)
__ Overall

Teamwork and Interactions:
__ Participates fully in team (lab) meetings
__ Participates fully in sub-team meetings
__ Contributes fair share of team’s work with acceptable quality
__ Keeps commitments and completes assignments on time
__ Listens to teammates and respects their contributions
__ Communicates clearly. Shares information with teammates
__ Respects and responds to feedback from teammates
__ As appropriate, involves and assists others in efforts
__ Demonstrates leadership and/or project management skills
__ Development and implementation of PD plan
__ Overall
CATME: Dimensions of Teamwork

- Contributing to the Team's Work
- Having Relevant KSAs
- Interacting with Teammates
- Expecting Quality
- Keeping the Team on Track
# Teamwork Rating Scale

<table>
<thead>
<tr>
<th>Score</th>
<th>Contributing to Team’s Work</th>
<th>Interacting with Teammates</th>
<th>Keeping the Team on Track</th>
<th>Expecting Quality</th>
<th>Having Related Knowledge, Skills, and Abilities</th>
</tr>
</thead>
</table>
| 5     | • Does more or higher-quality work than expected.  
• Makes important contributions that improve the team’s work.  
• Helps teammates who are having difficulty completing their work. | • Asks for and shows an interest in teammates’ ideas and contributions.  
• Makes sure teammates stay informed and understand each other.  
• Provides encouragement or enthusiasm to the team.  
• Asks teammates for feedback and uses their suggestions to improve. | • Watches conditions affecting the team and monitors the team’s progress.  
• Makes sure that teammates are making appropriate progress.  
• Gives teammates specific, timely, and constructive feedback. | • Motivates the team to do excellent work.  
• Cares that the team does outstanding work, even if there is no additional reward.  
• Believes that the team can do excellent work. | • Demonstrates the knowledge, skills, and abilities to do excellent work.  
• Acquires new knowledge or skills to improve the team’s performance.  
• Able to perform the role of any team member if necessary. |
| 4     | • Completes a fair share of the team’s work with acceptable quality.  
• Keeps commitments and completes assignments on time.  
• Helps teammates who are having difficulty when it is easy or important. | • Listens to teammates and respects their contributions.  
• Communicates clearly. Shares information with teammates.  
• Participates fully in team activities.  
• Respects and responds to feedback from teammates. | • Notices changes that influence the team’s success.  
• Knows what everyone on the team should be doing and notices problems.  
• Alerts teammates or suggests solutions when the team’s success is threatened. | • Encourages the team to do good work that meets all requirements.  
• Wants the team to perform well enough to earn all available rewards.  
• Believes that the team can fully meet its responsibilities. | • Demonstrates sufficient knowledge, skills, and abilities to contribute to the team’s work.  
• Acquires knowledge or skills as needed to meet requirements.  
• Able to perform some of the tasks normally done by other team members. |
| 3     | • Does not do a fair share of the team’s work. Delivers sloppy or incomplete work.  
• Misses deadlines. Is late, unprepared, or absent for team meetings.  
• Does not assist teammates. Quits if the work becomes difficult. | • Interrupts, ignores, bossy, or makes fun of teammates.  
• Takes actions that affect teammates without their input. Does not share information.  
• Complains, makes excuses, or does not interact with teammates.  
• Is defensive. Will not accept help or advice from teammates. | • Is unaware of whether the team is meeting its goals.  
• Does not pay attention to teammates’ progress.  
• Avoids discussing team problems, even when they are obvious. | • Satisfied even if the team does not meet assigned standards.  
• Wants the team to avoid work, even if it hurts the team.  
• Doubts that the team can meet its requirements. | • Missing basic qualifications needed to be a member of the team.  
• Unable or unwilling to develop knowledge or skills to contribute to the team.  
• Unable to perform any of the duties of other team members. |

Demonstrates behaviors described immediately above and below.
## Contributing to the Team's Work

### How You Rated Yourself

#### How Your Teammates Rated You

<table>
<thead>
<tr>
<th>Average Rating for You and Your Team</th>
<th>Description of Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does more or higher-quality work than expected.</td>
</tr>
<tr>
<td></td>
<td>Makes important contributions that improve the team's work.</td>
</tr>
<tr>
<td></td>
<td>Helps teammates who are having difficulty completing their work.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates behaviors described immediately above and below.</td>
</tr>
<tr>
<td></td>
<td>Completes a fair share of the team's work with acceptable quality.</td>
</tr>
<tr>
<td></td>
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<td>Helps teammates who are having difficulty when it is easy or important.</td>
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<td></td>
<td>Does not do a fair share of the team's work. Delivers sloppy or incomplete work.</td>
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<td></td>
<td>Misses deadlines. Is late, unprepared, or absent for team meetings.</td>
</tr>
<tr>
<td></td>
<td>Does not assist teammates. Quits if the work becomes difficult.</td>
</tr>
</tbody>
</table>

### Research suggests the following behaviors will improve your ratings in this area:

- Do a fair share of the team's work.
- Fulfill your responsibilities to the team.
- Come to team meetings prepared.
- Complete your work in a timely manner.
- Do work that is complete and accurate.
- Make important contributions to the team's final product.
- Keep trying when faced with difficult situations.
- Offer to help teammates when it is appropriate.
Documentation

What is it, and why is it necessary?

• Describes what you did and why, how you did it, what you found, what you might do differently, what you’re going to do next, etc.

• Used as evidence of progress, protect Intellectual Property

• Critical for transition, onboard/offboarding of team members

What it’s not:

• Meeting notes

• List of “I did”
Characteristics of Documentation

**Strong**

- Legible → can people understand it?
- Traceable → is each step of your work included and connected?
- Reproducible → can someone follow the documentation to reproduce your findings?

**Weak**

- Inconsistent
- Hard to follow
- Lack continuity
VIP Example - IPA

Week 3:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Papers</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotion Detection in Videos (real time)</td>
<td><a href="http://citeseerx.ist.psu.edu/viewdoc/download?vs=1.1d.4.30644&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?vs=1.1d.4.30644&amp;rep=rep1&amp;type=pdf</a></td>
<td>- Using same dataset and concepts from last semester - good amount of difficulty</td>
<td>- still an outdated topic - not much application</td>
</tr>
<tr>
<td>Drowsiness Detection System</td>
<td><a href="https://medium.com/@gaurandumga/giswaf/development-of-real-time-drowsiness-detection-system-using-python-ad7e1bc019bf">https://medium.com/@gaurandumga/giswaf/development-of-real-time-drowsiness-detection-system-using-python-ad7e1bc019bf</a></td>
<td>- good application - good amount of difficulty</td>
<td>- have to use facial landmarks (not successful with last semester) - many solutions</td>
</tr>
</tbody>
</table>

FIR Filters recap:

1. Image Smoothing
   - smoothing filter reduces noise, but loses some information about the image in the process
   - very common, and there are many implementations of them
   - simplest is an algorithm that takes nine pixels in a square, averages their values, and puts this new value in place of the center pixel
   - can easily be scaled up to a five by five matrix, and then dividing each value by 25 to get the new value
   - other methods of image smoothing weight the pixels directly to the vertical and horizontal of the center so that they have a greater effect on the new value, since they are closer
   - many smoothing filters also weight the pixel values closer to the center to have a greater effect
   - these strategies help preserve information in the image that normally would be lost

\[ f(i, j) = \frac{1}{9} \begin{bmatrix} 1 & 1 & 1 \\ 1 & 1 & 1 \\ 1 & 1 & 1 \end{bmatrix} \]

- In the case of images with RGB values instead of a grayscale image, this process is done three times, once for each value, and the new three values represent the new color values for the RGB pixel
Advice from a VIP student’s documentation:

“Remark: REALLY IMPORTANT to document pictures, videos, and the procedures taken throughout experiments because this might someday be used to win a debate over a patent.”
Strategies and Tools

Consistency is key:
- Content
- Timeliness
- Maintenance

Tools:
- Confluence
- Google docs
- Box

Organization: What components to include?
- Header (name/date)
- Method or steps
- Findings
- Graphics, equations, code segments
- Reflection (challenges, etc.)
- Next steps
Seven Requirements and Due Dates

1. **Document individual contributions** to the project and team in format as required by your project mentor(s).

2. Contribute as appropriate to **project documentation**, presentations, publications, and/or poster.

3. Submit **Professional Development plan** by Friday, September 11th.

4. Complete **mid-semester individual performance evaluation** by Friday, October 9th at 11:59 pm in Brightspace.

5. Complete **Final Individual Performance Evaluation & PD Reflection** by Friday, December 4th at 11:59 pm in Brightspace.

6. Complete **mid-semester and final peer evaluation of team members in CATME** (mid-semester due Friday, October 9th at 11:59 pm and final peer evaluations due Friday, December 4th at 11:59 pm).

7. Complete **final Purdue course evaluation and submit screen shot of completion to Brightspace** (due Friday, December 4th at 11:59 pm).
# Grading Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Overall, the student’s accomplishments and effort, documentation, and teamwork and interactions are excellent. All of the seven (7) requirements have been satisfied.</td>
</tr>
<tr>
<td>B</td>
<td>Overall, the student’s accomplishments and effort, documentation, and teamwork and interactions are good. Six (6) of the seven (7) requirements have been satisfied.</td>
</tr>
<tr>
<td>C</td>
<td>Overall, the student’s accomplishments and effort, documentation, and teamwork and interactions are adequate. Five (5) of the seven (7) requirements have been satisfied.</td>
</tr>
<tr>
<td>D</td>
<td>Overall, the student’s accomplishments and effort, documentation, and teamwork and interactions are marginal. More than two of the seven (7) requirements are missing.</td>
</tr>
<tr>
<td>F</td>
<td>Overall, the student’s accomplishments and effort, documentation, and teamwork and interactions are unacceptable. More than three of the seven (7) requirements are missing.</td>
</tr>
</tbody>
</table>
Senior Design Evaluation

- In addition to the above requirements and expectations, senior design students must complete the following documents (templates are posted on the VIP website):

  - **VIP Senior Design Project Proposal**: Must be completed individually by each senior design student during the first semester of Senior Design to ensure he/she has an appropriate project and role. This is to be submitted at the mid-semester and final evaluations during the first senior design semester instead of the Individual Performance Evaluation rubrics.

  - **VIP Senior Design Project Description**: Must be completed during the second semester of Senior Design by each project team. This is to be submitted at the mid-semester and final evaluations during the second senior design semester instead of the Individual Performance Evaluation rubrics.
Senior Design Evaluation, cont.

• **VIP Senior Design Reflection, Outcomes Matrix, and Rubric document**: An index of how the course outcomes have been met over the two semesters and where evidence for this mastery can be found (notebook, project documentation, etc.). This is to be submitted at the mid-semester and final evaluations both senior design semesters instead of the Individual Performance Evaluation rubrics.

Both the Senior Design Project Proposal/Description and the Senior Design Reflection, Outcomes Matrix and Rubric document will be used by the advisor(s) and VIP admin to approve the satisfaction of the course outcomes and in determining the course grade.
## Senior Design Grading

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Overall Rating for Outcome</th>
<th>Weight</th>
<th>Rating x Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>(rate each indicator on a scale from 1 to 4, where 4 is “Excellent”, 3 is “Good”, 2 is “Adequate/Acceptable”, and 1 is “Inadequate/Unacceptable”)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. An ability to apply engineering design to create a product that meets the specified needs of this engineering design experience with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.</td>
<td></td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>ii. An ability to develop and conduct experimentation, analyze and interpret data, and use engineering judgment to draw conclusions related to the development of the product of this engineering design experience.</td>
<td></td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>iii. An ability to identify, formulate, and solve complex engineering problems arising from this engineering design experience by applying principles of engineering, science, and mathematics.</td>
<td></td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>iv. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives associated with this design experience.</td>
<td></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>v. An ability to communicate effectively with a range of audiences appropriate to this design experience in both a written report and oral presentation.</td>
<td></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>vi. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies to complete the engineering design experience associated with this course.</td>
<td></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>vii. An ability to recognize ethical and professional responsibilities associated with this engineering design experience and make informed judgments which must consider the impact of the product of this engineering design experience in global, economic, environmental, and societal contexts.</td>
<td></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key Dates

Requirements due dates: All are Fridays at 11:59 pm

- **September 11**\(^{th}\): Professional Development Plan
- **October 9**\(^{th}\): Mid-semester Assessment
  - Mid-semester Individual Performance Evaluation
  - CATME Peer Evaluation
- **December 4**\(^{th}\): Final Assessment
  - Final Individual Performance Evaluation & PD Reflection
  - CATME Peer Evaluation
  - Purdue Course Evaluation
  - Final Report (generally, if required by team mentor)

**Undergraduate Research Expo: November 16 – 20**\(^{th}\)
- Abstracts: TBD
How VIP Counts

In addition to how it counts in your major….

- Offered Honors Contract option
- Approved as option and capstone course for entrepreneurship certificate
- An option for new Defense and Security undergraduate certificate
Fall 2020: Protect Purdue

Communication is key!

- In-person meetings of a course cannot be a factor in final grades
- ODOS can provide a general absence letter confirming if you cannot attend class
- You are expected to communicate to team mentors and your teammates if you are unable to participate in meetings and/or meet class/project obligations (if at all possible).
- You are expected to comply with Protect Purdue and SOP guidelines when on campus and lab.
- VIP Suite (EE 013, 011) not currently available for meeting
  - Working to add video conferencing capabilities
  - Policies/procedures will be communicated when available
Questions?

- Team Mentors – usually should be your first point of contact about team matters
- Wednesday, Open Hours
- Post questions/comments in the VIP-PD Brightspace “Learners Lounge” Discussion area and/or email vip@purdue.edu