

Qualitative Research Methods for Technology Studies

TECH 697-00 FALL 2022

Tuesday 5:30pm–8:20PM

WTHR 301

Austin L. Toombs, PhD

Office: KNOY 307

Email: toombsa@purdue.edu

Zoom: <https://austintoombs.com>

<https://purdue->

[edu.zoom.us/j/5880328786?pwd=NTIUUF](https://purdue-edu.zoom.us/j/5880328786?pwd=NTIUUF)

[psZFZPZmZUZFYyNmowSDQrdz09](https://purdue-edu.zoom.us/j/5880328786?pwd=NTIUUFpsZFZPZmZUZFYyNmowSDQrdz09)

Office Hours:

M 3pm-4pm. Knoy 307 or Zoom.

COURSE REQUIREMENTS

The following activities are required, with the associated impact on the final grade:

- 25%** Reading responses and discussion
- 30%** Research exercises and analyses
- 35%** Research practicum and final report
- 10%** Participation and engagement

1. Reading responses and discussion

All readings assigned during the semester are required, and your contributions to class discussions of readings will contribute to your overall participation grade.

We will use the Perusall web application (<https://www.perusall.com/>) for each reading, using the access code "**TOOMBS-RWZ6A**". To fully participate, you must add a minimum of three annotations to each reading using Perusall **by 3pm on the day it is due**. There are a few readings that will require fewer annotations, and those will be clear through Perusall. These responses are intended to bridge your disciplinary interests and personal understanding to

COURSE DESCRIPTION

This course provides a broad overview of qualitative methods and frameworks commonly used in technology research. Students will build qualitative research skills through reading and application, developing competence in a variety of data collection methods such as interviewing and observation. As part of the course, each student will plan, pilot, and assess the outcomes of an original qualitative research study.

PREREQUISITES

No prerequisite courses are required.

LEARNING OUTCOMES

Upon completing the course, students will be able to:

- Explain the epistemological assumptions underlying qualitative research methods
- Identify and evaluate various types of qualitative research techniques
- Plan and conduct a research study using qualitative research methods
- Write a qualitative research report
- Assess and analyze the quality and rigor of qualitative research

the goals of the source texts and authors and allow the instructor insight into areas of interest and confusion.

In addition, you must add at least one *substantive* question to the Slack workspace (tech697fa22.slack.com) in that week's channel by the start of class on days when we have readings to discuss. Each question should be submitted as its own post, allowing for upvotes, reactions, or threading. These questions could focus on key concepts from the reading for that week, application of these concepts to individual research projects, or relevance for industry or academic research. You are encouraged to engage in more substantial dialogue in this environment as well, and this will be considered as part of your overall course participation.

On your assigned week, you will share a scholarly paper from your own disciplinary area to the channel as a "bring your own reading," with a brief explanation of your rationale for sharing the resource. The reading you select should relate the theme of the week to your own disciplinary area or research interest. You will sign up for your week on the first day of class.

2. **Research exercises and analyses**

We will engage in data collection and analysis activities throughout the semester, both during and outside of class time, and both as a group and as individual researchers. Specific components of the analysis activities will be negotiated in class and will be dependent on research participant availability and the needs and abilities of you and other students in the course.

You will be required to complete the CITI training course by the second week of class, per IRB requirements for the responsible conduct of research.

If you hope to be able to publish your analysis of any data collected during this class, you will need an approved IRB protocol for your project.

3. **Research practicum and final report**

Throughout the course, you will engage in original research that is relevant to your current or future occupational or research interests. This research project must include one or more qualitatively-focused data collection and analysis methods. The final report, completed in several stages throughout the semester, will consist of the following milestones:

a) a plan of research that outlines data sources, research questions, collection and analysis methods, and potential theoretical constructs (September) (two-ish rounds, 80 total points);
b) collection and iterative analysis of relevant data using appropriate methods, including memoing throughout the analysis process (October-November) (120 points); and
c) a final report that presents the theoretical contribution of the work in ways that are appropriate to discipline and method (December). Data sources and methods of analysis will be jointly agreed upon by the instructor and student(s) based on their research goals and prior research experience (150 points). (Total points = 350, or 35% of your grade for the course.)

4. **Participation and engagement**

You are expected to attend all classes and to be prepared to discuss the assigned readings. If you have conferences or other professional obligations, please discuss these with the instructor in advance of any anticipated absences. Additional attendance policy information can be found in the sections below the class schedule table.

REQUIRED TEXTS

The following text is required for purchase in this course:

Saldaña, J. (2015). **The coding manual for qualitative researchers**. Thousand Oaks, CA: Sage Publications.

All other required readings will be listed on Brightspace and Perusall in PDF format at least a week prior to the class session for which they are assigned. Students may wish to purchase some of the books we will read selected chapters from, based on their personal and professional interests. We will read a range of journal articles, book chapters, and conference papers during this course, as assigned on the class schedule, including the following:

- Becker, H. S. (1996). The epistemology of qualitative research. In R. Jessor, A. Colby, and R. Shweder *Ethnography and human development: Context and meaning in social inquiry* (pp. 53-71). Chicago, IL: University of Chicago Press.
- Berg, B. L. (2010). *Qualitative research methods for the social sciences* (7th ed.). Boston, MA: Allyn and Bacon. [Ch. 2]
- Blaikie, N. W. H. (2009). *Designing social research: The logic of anticipation* (2nd ed.). Cambridge, MA: Polity Press. [Ch. 3]
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Bruckman, A. (2014). Research ethics and HCI. In J. S. Olson and W. A. Kellogg (Eds.) *Ways of Knowing in HCI* (pp. 449-468). New York, NY: Springer. https://doi.org/10.1007/978-1-4939-0378-8_18
- Carspecken, P. F. (1994). *Critical ethnography in educational research: A theoretical and practical guide*. New York, NY: Routledge. [Chs. 3, 4, 5]
- Charmaz, K. (2008). Constructionism and the grounded theory method. In J. A. Holstein & J. F. Gubrium (Eds.) *Handbook of Constructionist Research* (pp. 397-412). New York, NY: Guilford Press.
- Corbin, J. (2016). Taking an analytic journey. In *Developing grounded theory: The Second Generation* (pp. 35-54). New York, NY: Routledge.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. Chicago, IL: University of Chicago Press. [Ch. 1, 2]
- Ericsson, K. A., & Simon, H. A. (1998). How to study thinking in everyday life: Contrasting think-aloud protocols with descriptions and explanations of thinking. *Mind, Culture, and Activity*, 5(3), 178-186, https://doi.org/10.1207/s15327884mca0503_3
- Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, 12(2), 219-245. <https://doi.org/10.1177/1077800405284363>
- Geiger, R. S., & Ribes, D. (2011). Trace ethnography: Following coordination through documentary practices. In *Proceedings of the 44th Hawaii International Conference on System Sciences (HICSS-41)*. Kauai, HI. <https://doi.org/10.1109/HICSS.2011.455>
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. New Brunswick, NJ: Aldine.
- Gray, C. M. (2014). *Living in Two Worlds: A Critical Ethnography of Academic and Proto-Professional Interactions in a Human-Computer Interaction Design Studio*. (Unpublished doctoral dissertation). Indiana University, Bloomington, IN. <http://hdl.handle.net/2022/18772>
- Greenbaum, J., & Madsen, K. H. (1993). Small changes: Starting a participatory design process by giving participants a voice. In D. Schuler and A. Namioka (Eds.) *Participatory Design: Principles and Practices* (pp. 289-298). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In Y. S. Lincoln and N. K. Denzin (Eds.) *Handbook of Qualitative Research* (pp. 105-117). Thousand Oaks, CA: Sage.

- Hayes, G. R. (2014). Knowing by doing: Action research as an approach to HCI. In J. S. Olson and W. A. Kellogg (Eds.) *Ways of Knowing in HCI* (pp. 49-68). New York, NY: Springer. https://doi.org/10.1007/978-1-4939-0378-8_3
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage. [Ch. 8; pp. 339-341]
- Maxwell, J. A. (2004). *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: Sage. [Chs. 2, 4]
- Maxwell, J. A., (2013). *Qualitative research design: An interactive approach* (3rd ed.). Thousand Oaks, CA: Sage. [Chs. 3, 7]
- Muller, M. (2014). Curiosity, Creativity, and Surprise as Analytic Tools: Grounded Theory Method. In J. S. Olson & W. A. Kellogg (Eds.), *Ways of Knowing in HCI* (pp. 25–48). New York, NY: Springer. https://doi.org/10.1007/978-1-4939-0378-8_2
- Nardi, B., & Harris, J. (2006). Strangers and friends: Collaborative play in World of Warcraft. In *Proceedings of the 2006 20th anniversary conference on Computer supported cooperative work* (pp. 149-158). New York, NY: ACM Press. <https://doi.org/10.1145/1180875.1180898>
- Patton, M. Q. (2001). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage. [Chs. 1, 6, 9]
- Patton, M. Q. (2014). *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks, CA: Sage. [Ch. 9, Module 33]
- Simonsen, J., & Robertson, T. (Eds.) (2012). *Routledge international handbook of participatory design*. New York, NY: Routledge. [chs. 1,2]
- Stake, R. E. (2005). Qualitative case studies. In N. K. Denzin and Y. S. Lincoln *The Sage handbook of qualitative research* (pp. 443-466). Thousand Oaks, CA: Sage.
- Steinkuehler, C. A. (2006). Massively multiplayer online video gaming as participation in a discourse. *Mind, culture, and activity*, 13(1), 38-52. https://doi.org/10.1207/s15327884mca1301_4
- Terveen, L., Riedl, J., Konstan, J. A., & Lampe, C. (2014). Study, build, repeat: Using online communities as a research platform. In J. S. Olson and W. A. Kellogg (Eds.) *Ways of Knowing in HCI* (pp. 95-117). New York, NY: Springer. https://doi.org/10.1007/978-1-4939-0378-8_5
- Toombs, A., Gross, S., Bardzell, S., & Bardzell, J. (2016). From Empathy to Care: A Feminist Care Ethics Perspective on Long-Term Researcher-Subject Relations. *Interacting with Computers*, 29(1), 45-57. <https://doi.org/10.1093/iwvc/iww010>
- Yin, R. K., (2009). *Case Study Research* (4th ed.). Thousand Oaks, CA: Sage. [Ch. 2]
- Zimmerman, J., & Forlizzi, J. (2014). Research through design in HCI. In J. S. Olson and W. A. Kellogg (Eds.) *Ways of Knowing in HCI* (pp. 167-189). New York, NY: Springer. https://doi.org/10.1007/978-1-4939-0378-8_8

CLASS SCHEDULE

All readings should be completed in advance of the class week for which they are assigned. [Assignments related to the practicum project are color-coded.](#)

WEEK	TOPIC	READINGS	WORK DUE
1	8.23 Introduction and semester goals.		

WEEK	TOPIC	READINGS	WORK DUE
2	8.30 Why qualitative research? Epistemologies and realities.	Patton (2001) Becker (1996) Guba and Lincoln (1994)	CITI human subjects training due: "Social Behavioral Research for Investigators and Key Personnel Learner Group"
3	9.6 Writing a Research Plan Research Questions and Planning	Blaikie (2009) ch 3 Maxwell (2004) ch 2 Maxwell (2013) ch 7 Watch screencast (before class)	Identify a research topic
4	9.13 Theoretical Frameworks and Conceptual Vocabulary	Berg (2010) ch 2 Maxwell (2013) ch 3 Thambinathan & Kinsella (2021) (Optional / Extra Credit)	Preliminary research questions Plagiarism certification due: https://plagiarism.iu.edu/certificationTests/ MS/Doctoral level certification
5	9.20 Sampling; Interviews In class: collaborative interview protocol	Lincoln & Guba (1985) Patton (2015) Patton (2001) Kvale & Brinkmann (2008) ch 7	BYO-R: Interviews
6	9.27 Observations In class: observation activity around campus	Carspecken (1994) ch 3 Ericsson & Simon (1998)	Preliminary plan due by 3pm BYO-R: Observations
7	10.4 Thematic Analysis; Coding In class: thematic analysis in action	Braun & Clarke (2006) Lincoln & Guba (1985) 339-351 Saldaña (2015) ch 1 (3e) or ch 1 and 2 (4e) (intro to codes and coding and techniques)	Create and Bring Unitized Data from Your Interview Transcript BYO-R: Thematic Analysis
8	10.11 NO CLASS – October Break		

WEEK	TOPIC	READINGS	WORK DUE
9	10.18 Ethnography and Primary Records; Continued discussion of coding strategies	Patton (2001) ch 6 Emerson et al. (2011) ch 1, 2 Gray (2014) ch 4, 5 Saldaña (2015) ch 2 (3e) or ch 3 (4e) (“writing analytic memos”)	“Final” plan due BYO-R: Ethnography
10	10.25 Digital Ethnography; Research Ethics; Researcher Positionality	Nardi & Harris (2006) Terveen et al. (2014) Bruckman (2014) Toombs et al. (2016)	Interview Analysis Exercise
11	11.1 Validity and Quality Hands-on with your Practicum	Carspecken (1994) ch 4, 5 Patton (2015) ch 9 Saldaña (2015) ch 3, 4 (3e) or ch 4-11 (4e) (SKIM these coding methods, we’ll discuss in class)	
12	11.8 Action Research: Workshops and Participatory Design	Greenbaum & Madsen (1993) ch 14 Hayes (2014) Simonsen & Robertson (2013)	BYO-R: Action Research Research practicum initial analysis report due by 3pm
13	11.15 Case study research Hands-on with your Practicum	Stake (2005) Flyvbjerg (2006) Yin (2009)	Observation Analysis Exercise BYO-R: Case Studies
14	11.22 Asynchronous Work Time – NO CLASS		
15	11.29 Grounded theory Work Time	Glaser & Strauss (1967) Charmaz (2008) Muller (2014)	BYO-R: Grounded Theory
16	12.6 Final Presentations		
17	Finals FINALS WEEK—No exam		Final report due by 11:59PM on December 13, 2022

This syllabus is subject to change.

POLICIES

General Course Policies

Students that are absent or tardy to class may have their participation grade reduced. Any student with limited access to internet or other issues that impact attendance or participation will be accommodated. All non-emergency requests to be excused from class must be submitted via Slack for consideration at least 24 hours in advance of the anticipated absence. Use of technology devices (e.g., phone, tablet, computer) will be allowed to the extent that they enhance the learning experience of all students. Any questions about course assignments, grades, or other concerns will be answered by the instructor via Slack within two business days, if not sooner. Any technology issues that arise which may delay the submission of work will be considered on a case-by-case basis.

COVID-19 Related Policies

These have been made optional, but I highly encourage students to continue wearing their masks as COVID-19 is still a global health concern:

The [Protect Purdue Plan](#), which includes the [Protect Purdue Pledge](#), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, properly wearing a mask [in classrooms and campus building](#), at all times (e.g., mask covers nose and mouth, no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining appropriate social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#).

Grading

Students will be assessed in a holistic manner, based on their demonstrated ability to synthesize and apply key concepts from the readings to their disciplinary or research interests. In order to earn a good grade in this class, students will participate regularly in class discussions, bring insightful questions from their reading critique, and translate their knowledge into their final report. Grades for each activity will be awarded on a percentage scale, and activity or course grades may be adjusted by a curve.

A+	100%	C+	78-79
A	92-99	C	72-78
A-	90-91	C-	70-71
B+	88-89	D+	68-69
B	82-88		
B-	80-81		

Academic Dishonesty

In this course, you will be reading a wide range of scholarly sources and will work to integrate these concepts into your own research and professional practice. It is imperative that any use of others' intellectual work (including, but not limited to quotations, paraphrasing of ideas, figures, models) be accompanied by an appropriate citation. This course follows the university guidelines regarding academic dishonesty:

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

More information is available through Purdue's student guide for academic integrity:
<http://www.purdue.edu/odos/aboutodos/academicintegrity.php>.

Use of Copyrighted Materials

Materials from this class, including any notes, presentations, readings, and worksheets, should not be made available to any other entity for commercial use. If a student wishes to record classroom discussion, they must receive prior approval from the instructor. The university policy on copyrighted materials is as follows:

Among the materials that may be protected by copyright law are the lectures, notes, and other material presented in class or as part of the course. Always assume the materials presented by an instructor are protected by copyright unless the instructor has stated otherwise. Students enrolled in, and authorized visitors to, Purdue University courses are permitted to take notes, which they may use for individual/group study or for other non-commercial purposes reasonably arising from enrollment in the course or the University generally.

Notes taken in class are, however, generally considered to be "derivative works" of the instructor's presentations and materials, and they are thus subject to the instructor's copyright in such presentations and materials. No individual is permitted to sell or otherwise barter notes, either to other students or to any commercial concern, for a course without the express written permission of the course instructor. To obtain permission to sell or barter notes, the individual wishing to sell or barter the notes must be registered in the course or must be an approved visitor to the class. The course instructor may choose to grant or not grant such permission at their own discretion, and may require a review of the notes prior to their being sold or bartered. If they do grant such permission, they may revoke it at any time, if they so choose.

You do not have permission to share any recorded lectures (even just a few seconds of one) online in any form without my explicit permission.

Attendance

Attendance and participation in class is mandatory, and any unexcused absences will negatively impact the student's participation grade. From the syllabus template provided by Purdue:
"This course follows Purdue's academic regulations regarding attendance, which states that students are expected to be present for every meeting of the classes in which they are enrolled. Attendance will be taken at the beginning of each class and lateness will be noted. When conflicts or absences can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency absences when advance notification to the instructor is not possible, the student should contact the instructor as soon as possible by email

or phone. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases falling under excused absence regulations, the student or the student's representative should contact or go to the [Office of the Dean of Students \(ODOS\) website](#) to complete appropriate forms for instructor notification. Under academic regulations, excused absences may be granted **by ODOS** for cases of grief/bereavement, military service, jury duty, parenting leave, or emergent or urgent care medical care."

Grief Absence Policy for Students

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student's family.

Missed or Late Work

All assignments are due by the beginning of class on the day assigned. **Any work received after these deadlines will not be eligible for any credit**, unless the student receives *prior approval* from the instructor. No extensions will be offered by the instructor if contacted less than 24 hours before the deadline, and no extension is guaranteed.

Violent Behavior Policy

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent behavior impedes such goals. Therefore, violent behavior is prohibited in or on any University Facility or while participating in any university activity.

Accessibility

Purdue University is committed to making learning experiences accessible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Students with Disabilities

Purdue University is required to respond to the needs of the students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 through the provision of auxiliary aids and services that allow a student with a disability to fully access and participate in the programs, services, and activities at Purdue University.

If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three (3) weeks of the semester in order to discuss any adjustments. It is important that we talk about this at the beginning of the semester. It is the student's responsibility to notify the Disability Resource Center (<http://www.purdue.edu/drc>) of an impairment/condition that may require accommodations and/or classroom modifications.

Emergencies

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or

other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website and/or the course Slack site, or can be obtained by contacting the instructor via email or phone. **You are expected to read and respond to your Slack messages and emails on a frequent basis.**

Nondiscrimination

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in [Executive Memorandum No. D-1](#), which provides specific contractual rights and remedies. Any student who believes they have been discriminated against may visit www.purdue.edu/report-hate to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously.

Mental Health Statement

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, Purdue University recommends that you try WellTrack, <https://purdue.welltrack.com/>. Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources, please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and www.purdue.edu/caps during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours. If you prefer, one of your instructors can walk you to CAPS to help ensure you get an appointment sooner, rather than later.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday. Considering the significant disruptions caused by the current global crisis as it related to COVID-19, students may submit requests for emergency assistance from the [Critical Needs Fund](#)

Acknowledgment

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in

hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are standing on the ancestral lands of the Miami, Delaware, Wea, Potawatomi, Shawnee, Wyandot, and Winnebago People. We pay respects to them and their elders past and present. Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that bring us together here today. And please join us in uncovering such truths at any and all public events.¹

¹ The majority of this text is pulled from the USDAC’s Guide entitled “Honor Native Land: A Guide and Call to Acknowledgment (https://drive.google.com/file/d/0B_CAyH4WUfOXTXo3MjZHRC00ajg/view).” The specific groups to honor were found at the New Chauncey Neighborhood Association’s webpage about the history of West Lafayette (<https://newchauncey.org/about/history/>).