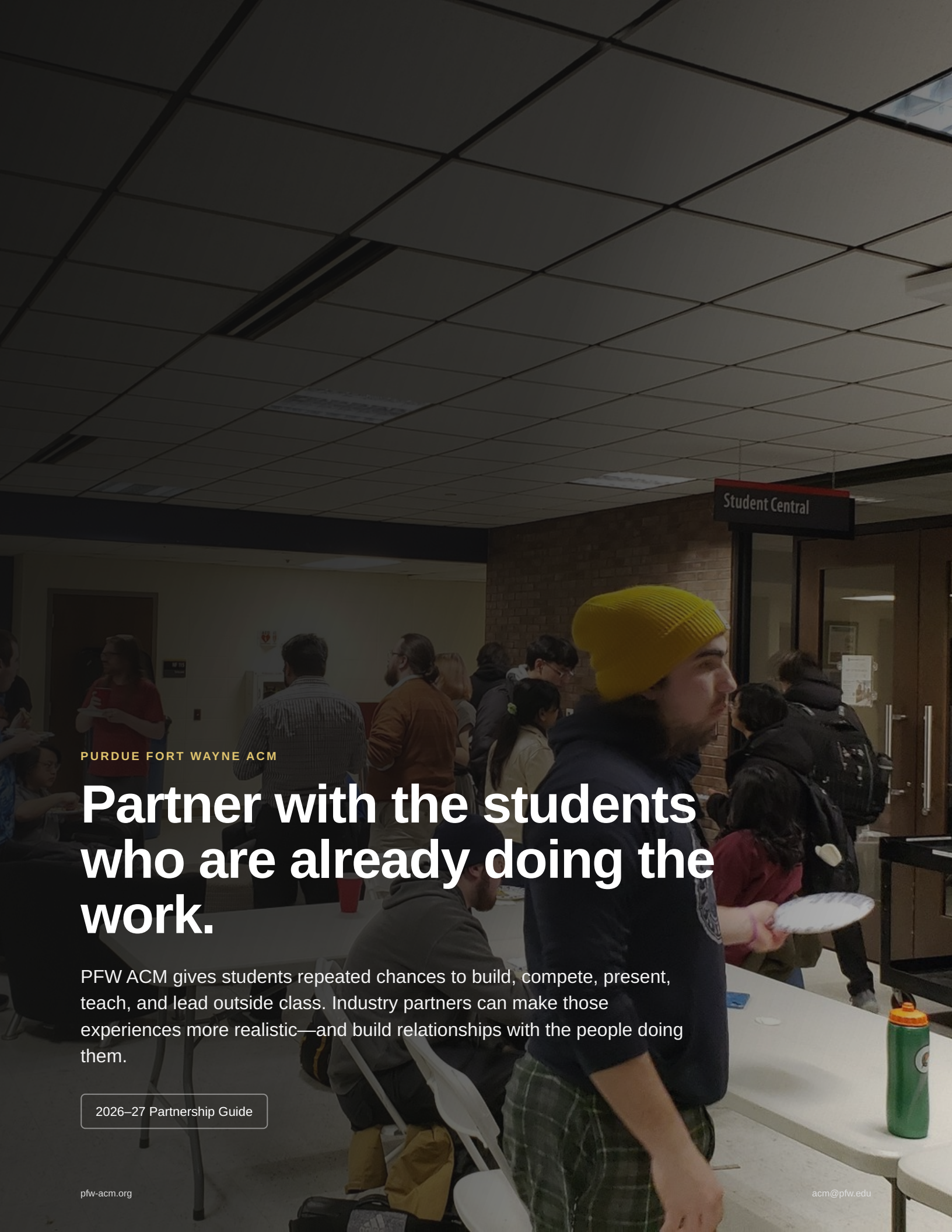




PURDUE FORT WAYNE ACM

Partner with the students who are already doing the work.

PFW ACM gives students repeated chances to build, compete, present, teach, and lead outside class. Industry partners can make those experiences more realistic—and build relationships with the people doing them.

2026–27 Partnership Guide

WHO WE ARE

A local ACM chapter with a broad definition of computing.

ACM is the world's largest educational and scientific computing society and describes its chapters as the local neighborhoods of the association—places for talks, projects, outreach, and connection with peers and experts. PFW ACM applies that model across majors and experience levels.

45

REGISTERED PFW MEMBERS

188

DISCORD COMMUNITY

60+

GGJ ATTENDANCE EST.

14

GGJ 2026 GAMES

What students get

- A reason to try technical work before a class, capstone, or employer requires it.
- Experience working with people who do not share the same skill set or major.
- Portfolio projects, competition results, presentations, and peer-teaching experience.
- A technical community that is social, visible, and low-pressure enough for beginners to enter.

PFW ACM is not only for CS majors.

Recent activity has included students from theater, mathematics, accounting, IT, engineering, English, digital studies, art, music, and other backgrounds. Computing problems often need more than programmers; our events are better when the room is broader.



Two flagship programs. Two different ways to see students grow.

Global Game Jam

A free 48-hour build event around a shared theme. Teams combine programming, design, art, audio, UI, project planning, debugging, and presentation.

2026: 43 official registrations, estimated 60+ in-person participants, 14 completed games, and an organic auditorium showcase created by the students themselves.

[View the PFW GGJ site →](#)

National Cyber League

A semester-by-semester cybersecurity learning and competition pipeline. PFW pairs experienced and newer competitors so first-time students have a path into the program.

Students practice OSINT, cryptography, log/network analysis, scanning, forensics, web security, scripting, and time-limited team problem solving.

[Explore the NCL →](#)

“The useful part is not only the event. It is watching a student move from curious, to participating, to capable enough to lead the next group.”



A better relationship than “logo here, resume there.”

Earlier talent relationships Meet students while they are choosing interests and building skills, not only during their final-semester job search.	Better signal than a resume alone See students organize, build, troubleshoot, present, collaborate, and teach peers in real time.
Local workforce development Put real tools, constraints, roles, and failure modes around topics students are already practicing.	Cross-disciplinary reach Connect with computing-adjacent majors and students intentionally adding technical skill to another domain.
Community visibility with substance Be associated with concrete educational work—training, projects, talks, competitions, and access—not only branding.	Low-friction experimentation Start with a talk, tour, mentoring session, domain review, or in-kind contribution before deciding on a larger commitment.

Good first projects

1 Technical talk / Q&A Explain what your team actually works on, how systems fail, or what students misunderstand about the role.	2 Tour / shadowing Show where computing appears in a local organization—especially industries students do not immediately associate with software.
3 Mentorship / challenge review Give feedback on a workshop, project, game, or CTF practice problem without turning it into a recruiting pitch.	4 Domain expertise Review synthetic data, workflows, requirements, or problem statements so student learning material resembles real work.

Help us build things students can keep using.

Event access

NCL registrations, GGJ meals/materials, workshop supplies, and other costs that keep participation free or low-cost.

Independent infrastructure

Isolated CTF environments, temporary VMs, web hosting, CI/build runners, backups, modest GPU capacity, or cloud credits.

University labs are valuable, but independent infrastructure lets students safely experiment without waiting for campus software-change windows or touching production systems.

Educational programming

Recurring speakers, technical mentors, site visits, project/challenge feedback, and domain experts who make learning resources more realistic.

Continuity

Support for documentation, analytics, archival hosting, and reusable resources that survive annual officer turnover instead of being rebuilt by every cohort.

Flexible support, not a rigid sponsorship menu.

Financial support is useful, but expert time, facilities, equipment, compute, technical review, and recurring educational involvement can be equally valuable. We would rather build a relationship that makes sense than force every partner into the same tier.

Start with a conversation.

Tell us what your organization does, what kinds of students or skills you wish existed locally, and what level of involvement is realistic. We can identify an event, project, talk, or infrastructure need where the relationship is useful for both sides.

pfw-acm.org [LinkedIn](#) [Instagram](#) [@acmpfw](#) [Discord](#) [GitHub](#) acm@pfw.edu

PFW ACM keeps educational relevance first. The chapter does not sell student data, promise endorsements, or guarantee recruiting access in exchange for support. Any partnership remains subject to Purdue Fort Wayne policies.