1. What does your unit do and how does it support the mission of the university?

The College of Arts and Sciences at IPFW has always been focused on delivering high quality programs for its students and conducting transformative and innovative research, and our mission remains unchanged. We are now, and will continue to be, student centered, and the faculty in the college remain committed to delivering innovative, challenging, and effective learning experiences, engaging in pure and applied research, and connecting with the region in transformative ways that make Fort Wayne and the surrounding region a great place to live and learn.

Because of its size, diversity, productivity, and the leadership role the college plays in delivering the general education curriculum on campus, in many ways the College of Arts and Sciences here at IPFW is the academic heart of the campus. We have the honor and privilege of reaching almost every single student that comes on our campus, either through our array of programs in the natural sciences, social sciences, and humanities, through one of our several research and teaching centers, through one of our interdisciplinary programs, through our many partnerships with other colleges on campus, or through our substantial participation in the general education sequence here at IPFW.

We have a large and engaged faculty with award winning teachers, innovative and creative scholars and researchers, and a dedicated staff who are committed to serving our students and providing them with opportunities for success at every turn. We are a locus for exceptional teaching and research both on campus and across the Northeast Indiana region. Through the efforts of the faculty, staff, and students across the sixteen departments and affiliated centers and programs that make up the College of Arts and Sciences, we engage with local school systems, with other universities, and with industry throughout Northeast Indiana. The research productivity of the faculty in Arts and Sciences (both in terms of pure and applied research activities) results in dozens of books, articles, conference presentations, invited lectures, funded grant opportunities, and more, which advances the brand of the university, provides students with opportunities to engage in scholarly activities in partnership with faculty, and which brings gains to the university in both funding and reputation. The College of Arts and Sciences is a focal point on campus for innovative and exceptional academic enterprise not just in our corner of Indiana, but throughout the state and beyond.

The College of Arts and Sciences is not a professional school. We have established, successful track records of student placement in jobs and/or graduate school (and I’ll point the USAP task force to the various reports turned in by the units of the college for relevant data on this topic), and yet, despite these successes, we are not a college that trains: we are a college that educates. The College of Arts and Sciences does provide direct avenues to the widest network of career paths of any college on campus, but we do not self-identify as a college that provides a pipeline to a job; rather, we are a college that provides a roadmap for lifelong success. The College of
Arts and Sciences provides an environment where students come to learn, to collaborate, to expand their horizons, to grow, and to change the world. Our ambition as a college is to become a first-choice destination in the state of Indiana—and beyond—for students seeking a first-class education. Our ambition is to take a place as a College of Arts and Sciences in the national conversation when it comes to best practices in teaching, research, creativity, and global engagement. We will also enhance our impact in the coming years by expanding our graduate programs, increasing global partnerships, generating new and exciting opportunities for students to study abroad, and increasing opportunities for students at both the undergraduate and graduate levels to engage in new and innovative research projects in partnership with faculty members.

The College of Arts and Sciences is a leader on campus when it comes to preparing students to meet the challenges of a global marketplace. As numerous studies conducted by the AAC&U (particularly through their LEAP initiative) testify, the liberal arts educational philosophy that forms the philosophical backbone of the units and programs with the College of Arts and Sciences is cited by employers and industry leaders across the country as providing the skills most in demand in the marketplace. Thus, the College of Arts and Sciences here at IPFW—and, indeed, liberal arts colleges across the country—remain the best single investment a community, a university, a student, can make in their academic lives. In a marketplace dominated by information systems, in which problem solving, analysis, and communication skills are prized by employers, the work of the College and Arts and Sciences is key to economic growth and regional development. Time and time again, when industry leaders, business executives, entrepreneurs, and operating officers across the country and abroad are asked to identify the characteristics they look for in their new employees, they identify the things most valued in the programs offered within the College of Arts and Sciences. But what we do within the College of Arts and Sciences isn’t just focused on preparing students for having success in the job marketplace—although that’s certainly a very important piece of our mission. We partner with students in order to guide them into the world of learning. We provide the kind of education that gives students the best possible chance to live a life that is richly informed by knowledge and an appreciation for the life of the mind. It’s the kind of education that benefits us regardless of the job we hold or what life throws in our pathways. Through the College of Arts and Sciences all students are given an opportunity to learn what it means to be an educated citizen, a clear thinker, a problem solver, with the ability to learn, adapt, and grow.

The disciplines that comprise the College of Arts and Sciences at Indiana University–Purdue University Fort Wayne range throughout the natural sciences, the social sciences, and the humanities. Thus, the College of Arts and Sciences traces its roots to the very genesis of the modern university itself. The medieval university—with a curriculum based in the trivium (rhetoric, grammar, and logic) and the quadrivium (arithmetic, astronomy, music, and geometry)—set forth a model for modern education built around the liberal arts. An education based in the liberal arts combines broad knowledge across a spectrum of disciplines with intensive study in a primary field in order to provide students with the skills needed not only to become life-long learners and knowledgeable citizens, but also to compete and succeed in the information-rich economy of the twenty-first century.

Increasingly, the job marketplace in the U.S. is shifting toward a workforce that has advanced communication and problem-solving skills. Jobs require a changing and increasingly complex set
of skills, and students who have the ability to solve problems, be creative, make decisions, and show leadership in this environment have the ability to meet the challenges of the twenty-first century. The College of Arts and Sciences at IPFW prepares students to meet these challenges.

Degree programs in the College of Arts and Sciences prepare students to deal with complex systems, to be able to adapt and innovate in a dynamic twenty-first century workplace, and to engage thoughtfully with a diverse range of experiences. Students in the College of Arts and Sciences gain both broad scientific and cultural knowledge of the world, as well as in-depth knowledge of a specific field of inquiry (represented by the student’s chosen major). In the College of Arts and Sciences, we discover how things work, why they work, and what they mean. Students in the College of Arts and Sciences work side by side with faculty members to discover new knowledge, solve problems, develop communication skills and strategies, and cultivate the analytical skills prized by top employers across the nation and around the globe.

Our commitment to our students is to provide them with high quality programs, to prepare them for life-long success, and to support them through excellent advising and personalized mentoring from nationally and internationally recognized faculty members. In the College of Arts and Sciences, we measure our success through the growth and success of our students, and we strive to provide all students with opportunities and encouragement at every stage of their undergraduate and graduate experience.

The College of Arts and Sciences supports the university mission in the degrees it offers, the general education and service courses it provides to the university as a whole, and the scholarship, creative endeavor, and service of its faculty. The college mission statement is below:

*The College of Arts and Sciences is committed to offering its students a rich and diverse liberal education. The largest academic unit of the university, the college provides students with a breadth of knowledge about the global environment and fosters an appreciation and respect for diversity. The College of Arts and Sciences equips students to think critically, communicate effectively, and develop creative solutions to future challenges. The college cultivates the intellectual growth of its faculty, who dedicate themselves through excellence in teaching, research and creative endeavor, and service to the university and to the larger communities of which they are a part.*

The college supports the university mission through its departments and programs. It is in them that the faculty teach and do scholarship and students learn, and through them that the faculty serve the larger university, their professions, and the community. Each of the departments and programs in the college is completing the strategic alignment process on its own, thus the USAP team should consider all those reports as indicators of how the college supports the university mission.

At the level of the college, we provide the infrastructure to operate the college’s programs (financial records, faculty personnel records, faculty governance records, and student records). Specifically, we provide support to the faculty and students through oversight of student records and certifying of graduation, coordination of student advising (although the majority of advising takes place in departments), providing oversight of financial transactions through the business
manager, financial contributions to student travel to research meetings, and occasional support of faculty travel to meetings or department or program events. We also maintain extensive web pages and the records of all faculty governance that takes place at the college level (e.g., minutes and other governance documents).

There are also five Centers of Excellence associated with the college: the Environmental Resources Center, the Center for Social Research, the Institute for Holocaust and Genocide Studies, the Mike Downs Center for Indiana Politics, and the Center for Applied Mathematics and Statistics. Each has a unique mission, but all combine scholarly expertise with community connections.

For some specific commentary on the relationship between the work of the College of Arts and Sciences at the Plan 20/20 goals, I would refer the Task Force to the USAP Year One report from the college drafted by Dean Elaine Blakemore (for ease of reference, I will paste in some of the material from that report by Dean Blakemore in the pages that follow—I’ll indicate clearly what that excerpted material is in each case). In terms of the scholarly and service products and projects in the college, the bulleted lists in that report will provide some context for what kinds of activities go on in the college, and 2015 updates on that data should be available through the individual unit reports in the college and through outlets like OPUS. Having said that, a few college-sponsored activities that relate to mission fulfillment (keyed specifically to the four main themes expressed in Plan 20/20) on an ongoing basis include the following:

I. Fostering Student Success:

We have significant staff and resources devoted to initiatives directly related to student success at the college level. Some of the regular activities and goals of the College of Arts and Sciences Academic Student Services Office include:

- Providing direct advising support to incoming transfer students and COAS undecided students;
- Providing back-up advising to students in all departments, especially as it relates to special populations including: student athletes, students with double majors, students requiring extended-time plans for graduation, etc.;
- Supervising the COAS advising function;
- Managing the degree audit system, myBLUEprint, and utilization for the COAS departments;
- Serving as a proactive link between college and departmental advising functions;
- Working cooperatively with department chairs, lead advisors, and other faculty to provide training, education, and Professional development in order to improve student advising throughout the college;
- Participating in COAS and IPFW committee memberships associated with advising (New Student Orientation, Academic Advising Council, Degree Audit Advisory Committee);
- Coordinating COAS participation in advising and recruiting activities;
- Managing the probation/dismissal and readmission/re-entry processes for COAS students;
In addition, the College of Arts and Sciences hosts numerous events each year dedicated to fostering student success, highlighted by the **Annual College of Arts and Sciences Symposium on Teaching and Learning**. Sponsored, hosted, developed, and run by the College of Arts and Sciences, but open to the entire campus community, this is one of the signature teaching-focused events on campus each year.

We have an administrative role in the College of Arts and Sciences whose primary portfolio of work is to directly engage in leadership efforts related to fostering student success. This position is currently unfilled, but a new search will be launched in the near future to fill this open seat. Here is the job description/duties:

**Associate Dean for Students and Curriculum**

**General Description:**
The function of the Associate Dean for Students and Curriculum is to provide leadership and oversight over those aspects of the COAS mission related to student success. From recruitment of students to student advising to curriculum and program development to initiatives related to retention and degree completion—the Associate Dean for Students and Curriculum works to enhance the student experience in COAS, building and implementing structures and policies that enhance student learning opportunities in COAS and promote student success.

**Specific Duties Include:**
1. Oversee and provide leadership for COAS efforts to enhance recruitment and retention rates; in conjunction with the Director of Advising, supervise and install best practices in student advising, enrollment, mentoring, degree completion, and program assessment; and increase the number of high impact practices in COAS related to student learning and success;
2. Serve on committees as outlined in COAS Governance Documents;
   [Curriculum Committee; Student Affairs Committee]
3. Co-Plan/Coordinate/Lead August COAS New Faculty Orientation session with Associate Dean for Faculty; Lead follow-up intake sessions as needed/appropriate;
4. Oversee the bulletin review process in COAS;
5. Work with the Director of Advising to coordinate and supervise COAS advising activities;
6. Oversee any student grievances that pass through COAS at the college level—assure COAS compliance with any related grievance policies and procedures;
7. Prepare such portions of COAS annual reporting as it relates to student recruitment, retention, and completion rates, as well as program assessment;
8. Oversee enrollment management in COAS; in consultation with the dean, work with chairs and faculty to develop enrollment targets, practices, and policies; track enrollment and work with chairs to structure COAS course offerings that best meet the needs of IPFW, COAS, and its students;
9. Oversee COAS PLA (Prior Learning Assessment) initiatives and articulation agreements;
10. Provide guidance to departments seeking to install new programs; guide program feasibility studies;
11. Conduct annual evaluations of staff in COAS who engage in student advising;
12. Supervise COAS student records process; review and certify graduation records;
13. Provide leadership for COAS Distance/Distributed Instruction;  
   Establish and lead a COAS D/D Council  
   Coordinate D/D Offerings across COAS with Continuing Studies  
   Represent COAS on campus-wide discussions regarding D/D strategy

14. Other duties as assigned.

In addition, the College of Arts and Sciences has several other initiatives underway to address issues of retention, persistence, and graduation rates, including an ad hoc committee studying best practices in student advising, and a working group that has recently submitted a lengthy proposal related to the revision and improvement of the college-level degree requirements.

I also include, for the sake of completeness and increased context, the material on this particular Plan 20/20 theme drafted by Dean Elaine Blakemore for the USAP Year One Report:

   For the past three years, the College of Arts and Sciences has awarded between 50 and 60 master's degrees, approximately 320 to 330 bachelor's degrees, and 57 associate degrees and certificates each year. Associate’s degrees (but not certificates) have declined in recent years as our mission moved away from two-year degrees, but the number of bachelor's and master’s degrees represent small increases. More details can be found in the college annual report for 2013-14 at this link:  
   www.ipfw.edu/departments/coas/resources/annual-reports.html

   Last year, the college expanded the number of professional advisors at the college level to two. These advisors coordinate New Student Orientation for the college, any campus visit days arranged by Admissions, and advise transfer students, COAS undeclared majors, and other students who seek advising at the college level. They also supervise degree plans for all college undergraduate programs, programming of degree requirements for all college programs in MyBlueprint, oversee the granting of exceptions for degree requirements, and assist with the certification of degrees. They are also in regular contact with lead advisors in the college’s departments, arrange for periodic meetings of lead advisors, and offer training to departmental advisors on software or advising requirements. Having two professional advisors at the college level has been an important addition to fostering student success in COAS.

   As noted above, degrees are certified by the college office in collaboration with academic departments and programs. A single clerical staff member, with assistance from another staff member and the two advisors, prepares degree audit letters for all students earning degrees and certificates from the
college programs (more than 400 students per year). With the assistance of the academic departments, on a single day soon after grades are recorded, students’ progress is matched against the degree audit letters to ascertain who is eligible to graduate. This staff member also calculates the values for graduation with distinction and highest distinction. This is a very important college function for departments and students.

The college also supports student-faculty research in our departments and programs through regular funding of student travel to professional meetings to present research done in collaboration with faculty mentors. In the last fiscal year we supported 4 graduate students and 13 undergraduates, and have supported one graduate student and 19 undergraduates so far in FY 15.

The college also awards nine scholarships annually to academically-deserving students, and endowed by gifts to the college. There are five Robert E. Wise scholarships, three awarded to incoming freshmen intending to major in math or physical science, and two awarded to seniors majoring in Purdue University degree programs, two Floyd R. Neff scholarships awarded to students in Indiana University degree programs, one Van Coufoudakis scholarship awarded to a student majoring in a humanities or social science field, and one Robert and Susan Dettmer scholarship awarded to any COAS student based on financial need and merit. These scholarships are awarded at the annual Honors Banquet, where departments from across the college honor their high achieving students in an event that is often described as the highlight of the academic year in the college.

The Faculty in Focus lecture series (formerly, First Mondays, see below for a list) is a series of faculty research presentations primarily focused on a student audience, although often drawing faculty colleagues and others as well. Given the importance of faculty-student research to our mission, this lecture series, if it was able to draw students in as future research collaborators, it would serve the student success mission as well.

The college publications office has developed a series of videos recognizing our students and highlighting their experiences in various majors in the college. They are designed with incoming students in mind, as a recruiting tool as well as to be informative. They are uploaded to YouTube and promoted through social media. These are called “The Major Factor.” They can be found at this website: 
II. **Promote the Creation, Integration, and Application of New Knowledge:**

To be sure, this is one of the themes in Plan 20/20 that the College of Arts and Sciences shows leadership in across campus. The College of Arts and Sciences brings in more external research dollars and produces more publications than any other unit on campus. For publications by faculty, I refer the USAP task force to the individual USAP reports of the units within the college, and to resources such as OPUS, etc. I would also point the Task Force to the most recent annual report generated by the Office of Sponsored Programs, which notes that in 2014-15, the College of Arts and Sciences brought in $1,251,395 in sponsored research dollars (which is the most of any single unit and, if you set aside the funds brought in by Student Affairs, is almost as much as all other units combined across campus). We also place a great deal of emphasis on the involvement of undergraduate students in faculty research, and each year have many (sometimes dozens) of undergraduate students getting published or invited to present at national conferences as a result of these interactions.

To the extent that these activities play an important role in a faculty member’s career (especially in terms of reappointment and tenure and promotion processes) we have an administrative role at the college level many of whose duties are related directly to fostering faculty development, enhancing a culture of professional development across the college, and mentoring faculty through their probationary cycles (as well as lending advice and guidance on grant applications, etc.):

**Associate Dean for Faculty {Currently: Dr. Bruce Kingsbury}**

**General Overview:**
The function of the Associate Dean for Faculty is to provide leadership and oversight over those aspects of the COAS mission related to faculty success. From recruitment of faculty to professional development activities to the tenure and promotion process to faculty mentoring, the Associate Dean for Faculty works to enhance the faculty experience in COAS, building and implementing structures and policies that enhance faculty opportunities in COAS and promote faculty success.

**Specific Duties Include:**
1. Conduct interviews with faculty candidates and provide feedback to COAS dean;
2. Co-Plan/Coordinate/Lead August COAS New Faculty Orientation session with Associate Dean for Students and Curriculum; Lead follow-up intake sessions as needed/appropriate;
3. Coordinate tenure and promotion activities in COAS;
   - Provide mentoring when needed/appropriate
   - Oversee logistics of the review process
   - Conduct PT workshops and training sessions periodically
   - Review department PT documents
   - Be responsible for COAS compliance with PT policy
Meet with faculty to develop PT plans and strategies
Advise dean on PT cases and related matters
4. Oversee Program Review processes in COAS;
5. Write reappointment recommendations for CLs;
6. Oversee faculty governance portion of college web pages as needed;
7. Plan and oversee (with assistance of faculty committee) COAS Symposium on Teaching and Learning (COAS-STL) (in partnership with the Associate Dean of Students and Curriculum);
8. Provide leadership and support for professional development activities among the faculty;
   Track development activities and provide data on such activities when needed
   Provide feedback on summer grants as needed (esp. for new faculty)
   Mentor faculty as needed/appropriate on the building of development plans
9. Serve on committees as outlined in COAS Governance Documents;
   [Faculty Affairs Committee]
10. Provide guidance and leadership on best practices in faculty mentoring practices and professional development strategies and promote faculty mentoring initiatives in COAS;
11. Oversee any faculty grievances that pass through COAS at the college level—assure COAS compliance with any related grievance policies and procedures;
12. Prepare such portions of COAS annual reporting as it relates to faculty scholarship and related professional development activities (publications, presentations, awards, honors, grants, etc.);
13. Other duties as assigned.

Faculty throughout the College of Arts and Sciences are highly active in their fields, and are frequently recognized through the receipt of recognitions and awards. In the past year, winners in Arts and Sciences have included:

**COAS AWARDS GIVEN DURING 2015**

**Sue Mau** – Math - Enhancement of Learning Award  
**Ann Livschiz** – History - Bruening Advising Award  
**Christine Erickson** – History - Downs-Hollander Service Award  
**Yuan Zhang** – Math - Pippert Science Research Scholars  
**Arancha Pinan-Llamas** – Geosciences - Pippert Science Research Scholars

**IPFW AWARDS GIVEN DURING 2015**

**Peter Dragnev** – Math - 2015-2016 IPFW Outstanding Research Award  
**Mark Jordan** – Biology - Leepoxy Award for innovative undergraduate teaching  
**Georgia Wralstad Ulmschneider** – Political Science - IPFW Outstanding Advisor of the Year  
**Michelle Drouin** – Psychology & **Adam Dircksen** – Communication - IPFW Featured Faculty  
**Steven Stevenson** – Chemistry: IPFW Chapter Sigma Xi Research of the Year for 2015. He also received a grant from the National Science Foundation

**DON DIFFERENCE CAMPAIGN PARTICIPANTS**

**Damien Fleming** (English), **Punya Nachappa** (Biology), **Art Herbig** (Communication), **Curtis Crisler** (English), **Michelle Drouin** (Psychology), and **Abe Schwab** (Philosophy)
SUMMER GRANT RECIPIENTS DURING 2015

Deborah Bauer – History
Andrew Kopec – English
Arancha Pinan-Llamas – Geosciences
Suzanne Rumsey – English

SENIOR SUMMER GRANT RECIPIENTS DURING 2015

Christine Erickson – History
Michael Wolf – Political Science

OTHER RECOGNITIONS DURING 2015

Sherrie Steiner – Sociology: Purdue’s Scholarship of Engagement Fellows Program and a Service Engagement Grant from Indiana Campus Compact

Art Herbig – Communication: City of Fort Wayne Media Grant and also a Fred E. H. Schroeder Paper Award at Midwest Popular Culture Association Convention

Marcia Dixson – Communication: elected to the leadership of the National Communication Association’s Scholarship of Teaching and Learning initiative and also a paper of hers was honored as a Top 5 Paper in Scholarship of Teaching and Learning at the National Communication Association convention (second year in a row and third time in 7 years)

Damien Fleming – English: received prestigious recognition from both Mellon and NEH awards for research

Steve Carr – Communication: received a grant from the Holocaust Educational Foundation of Northwestern University.

Nancy Virtue – ILCS: received a grant from the French American Cultural Exchange Foundation

Ryan Yoder – Psychology: received a three-year renewal of his R15 grant from the National Institute on Deafness and Other Communication Disorders

Vamsi Nalam – Biology: Grant from Indiana Soybean Alliance

Punya Nachappa – Biology: Grant from North Central Soybean Research Program and a Grant from Indiana Academy of Sciences

Bruce Kingsbury – Biology: Grant from Indiana Department of Natural Resources.

Curtis Crisler – English: Grant from Library Scholars from Purdue
This list of grant recipients is far from complete, but it gives you at least a glance at some of the range and scope of the work being done across the college.

In addition, since 1982 we have hosted the **College of Arts and Sciences Distinguished Lecturer Series**. This series has brought internationally known scholars from a wide variety of disciplines across the arts and sciences to campus to give public lectures for the IPFW community. These lectures are one of the hallmarks of our academic enterprise each year, and we are pleased and honored to be able to make these lectures available to the entire IPFW community.

I also include, for the sake of completeness and increased context, the material on this particular Plan 20/20 theme drafted by Dean Elaine Blakemore for the USAP Year One Report:

> As is the case for fostering student success, the bulk of the creation, integration, and application of knowledge, driven by faculty and student scholarship, happens in the academic departments in the college. The faculty of the college are involved in scholarship and its application in all the departments and programs, and this can be seen in the USAP report from each department.

> In the college office we support faculty scholarship with occasional funding for travel for faculty (we fund student travel more often as academic departments typically fund faculty, who also have access to grants for international travel) and through a series of faculty lectures and research presentations. Because these are generally open to the public, they are listed under section III, below, but they serve this goal also.

> The five Centers of Excellence which reside in the college (Environmental Resources Center, Center for Social Research, Institute for Holocaust and Genocide Studies, Mike Downs Center for Indiana Politics, and Center for Applied Mathematics and Statistics) each take steps to apply the scholarly expertise of the faculty associated with it to concerns of the community and the region. These include consulting in the community (e.g., the Center for Applied Mathematics and the Center for Social research provide statistical consulting and design survey research for community businesses and organizations) and local events (e.g., the Institute for Holocaust and Genocide Studies recently sponsored a series of presentations and programs about the Nazi pursuit of homosexuals in the community, and the Mike Downs Center is extensively involved in local, regional, and state electoral politics).
III. Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness

In terms of sponsoring intellectual, cultural, and artistic events (one of the metrics identified in Plan 20/20 for this theme) some of those activities have already been mentioned above (such as the Distinguished Lecture Series and the Symposium on Teaching and Learning). Individual units in the College of Arts and Sciences are the vanguard for this Plan 20/20 goal, for individual departments host numerous intellectual, cultural, and artistic events during the year (including numerous workshops, seminars, distinguished speakers, conferences, symposia, etc.—for these details, I refer the task force to the individual unit reports). In this regard, the college plays largely a support role, helping to promote and facilitate such activities. To that end, we have an entire office set up (with two full-time staff members) whose primary function is to coordinate many of our outreach, public relations, marketing, and related efforts. Some of the ongoing efforts of that office include:

Peer-Reviewed Publications:

Clio: A Journal of Literature, History, and the Philosophy of History (peer reviewed, international)

Established in 1974, Clio is an international triennial journal that publishes scholarly essays on three interrelated topics: literature as informed by historical understandings, historical writings considered as literature, and philosophy of history.

We produce three issues per year (around 450 pages of polished, print-formatted text). Duties include but are not limited to copyediting, maintaining subscription lists, processing copyright and other legal documents, assisting authors and content providers, negotiating aggregation and other contracts, interacting with domestic and international authors, subscribers, libraries, publishing agencies, and content providers. We also provide administrative support for the Editor-in-Chief.

2015

- Fall 2015 (in progress)
  - 3 articles
  - 14 book reviews
- Summer 2015
  - 2 articles
  - 12 book reviews
- Spring 2015
  - 2 articles
  - 1 review article
  - 14 book reviews
- Fall 2014 (published in 2015)
  - 6 articles

**Marlowe Studies: An Annual (peer-reviewed, international)**

Established in 2010, *Marlowe Studies* publishes on scholarly topics directly related to the author and his role in the literary culture of his time. Especially welcome are studies of the plays and poetry; their sources; relations to genre; lines of influence; classical, medieval, and continental contexts; performance and theater history; textual studies; the author’s professional milieu and place in early modern English poetry, drama, and culture. Same as duties outlined for *Clio* (above) for this annual publication.

For 2014, on-demand print services were researched and utilized in an effort to cut publishing costs. CreateSpace is the current on-demand service used to publish *Marlowe Studies*.

**2015 (in progress)**

- 8 articles
  - 1 domestic author affiliation
  - 7 international author affiliations

**2014 (published in 2015)**

- 8 articles
  - 3 domestic author affiliations
  - 5 international author affiliations

**COAS Publications and Web-Based Media**

**Collegium**

This is the College of Arts and Sciences’ alumni / community outreach publication designed to promote the accomplishments of COAS alumni, students, faculty, and supporters. It began as an annual print magazine sent to alumni, but is now an e-zine sent regularly to COAS alumni and supporters electronically. We write, produce, edit, and disseminate all content for this publication in each of its forms.

- In 2015, we published about 56 pieces in 9 issues of Collegium.
  - Each issue contained at least one main article and a secondary article
  - Each contained a Major Factor and Faculty in Focus video
  - 8 contained a list of department spotlights

**Faculty in Focus**
The Faculty in Focus video series began in 2012. Each piece features a video interview and article about the research done by a COAS faculty member. We schedule, record, edit, and upload the videos to YouTube, as well as write, edit, and publish the articles that accompany each video. These are cross promoted through the Collegium e-zine and our social media platforms.

- In 2015, we produced 9 Faculty in Focus features.

**Major Factor**

The Major Factor series began in 2012. This video series highlights COAS students who discuss what they do as students in their degree programs. These videos are designed for high school or incoming/new IPFW students to give them a brief taste of what university students do. We schedule, record, edit, and upload the videos to YouTube. These are cross promoted through the Collegium e-zine and our social media platforms.

- In 2015, we produced 9 Major Factor videos.

**COAS Web and Social Media**

- We maintain the main COAS website and act as web consultants for all COAS web editors.
- We also review all COAS departmental and program websites annually and work with departments to correct any issues that are discovered.
- Throughout the year, we help other COAS departments that call for help for maintaining or troubleshooting their webpages.
- The director regularly works with departments that wish to set up social media pages and often mentors individuals who run these pages.
- We create new webpages for events, update the COAS front page event items regularly, and create events and notices on the IPFW events calendar.
- We update the Faculty & Staff Resources pages regularly, including page redesigns when requested.
- We maintain the COAS social media sites. We have Facebook and Twitter pages, where we promote events and news.

**COAS Events and Marketing**

**Second Annual Science and Society Event (SASI)**

- The COAS publications office was involved in the planning, marketing, and publicity of the second (2015) SASI event. We also:
  - Serve on executive committee
  - Attended committee meetings.
Helped with planning and brainstorming in the early stages.
- Designed, printed, and distributed the SASI fliers.
- Created web promos and a modified logo for the websites.
- Ran the registration table and directed foot-traffic at the event.

**Marketing Projects**

- **Gift Projects**
  - Framed book covers for faculty
  - Framed photo and poem for visiting Chinese delegation
- **COAS Winter Reception**
  - Digital and traditional media (invitations, Purple People Meeter cards, etc)
  - PowerPoint (200 rotating slides)
  - COAS Kids video
  - Foam board signs (Giving Tree & game)
- **COAS New Student Orientation**
  - Created website with department PowerPoint
  - Traditional and print media (program, postcard, etc.)
  - Table Decorations
- **COAS-branded “Swag”**
  - Created branded promotional items (mug, bag, pens, and 2-pocket folder).
- **Advisory Board Invitation**
- **Advising Projects**
  - Post cards (thank you and “Contact Advising”)
  - Department brochures (in progress)
- **Liberal Arts Building Monitor Display**
  - We create branded images and slides featuring faculty accomplishments, student highlights, and registration information to appear on the monitor.
  - Updated weekly
- **Create fliers, programs, and bookmarks for COAS events such as:**
  - Distinguished Lecturer
  - Annual Symposium on Teaching and Learning
  - Annual COAS Enhancement of Learning Presentation
- **Photography**
  - We attend events and photograph COAS students and faculty for future promotional use.
- **Misc requests**
  - Thank you and note cards
  - Advising fliers
  - Updating & reprinting media

**Additional Projects**

- Investigations: IPFW’s Student Research Journal
o Created branding
o Created traditional and digital media
o Director is managing editor and sits on board

- Connections: IPFW faculty magazine
  o Director is managing editor
  o Has edited 5 pieces for publication
  o Working with IRSC and VCAA on project

- Committee Work:
  o SASI (director and assistant)
  o Blue & White (assistant)
  o Faculty Fellows (director)
  o IRSC (director)
  o Investigations: Student Research @ IPFW
  o Campus Communication Committee (director)
  o Campus Calendar Committee (director)
    ▪ Design & Implementation subgroups

- Director regularly aids faculty with publication queries and/or reviews pieces for publication, both peer reviewed and general publications.
- Director helps departments with newsletters and other publication needs, including philosophy, geosciences, women’s studies, ILCS, psychology, and English and linguistics.
- Director regularly reviews press and other media releases for IPFW’s Chief Communication Officer.
- Reviews blogs, reports, grants, and other pieces as requested by or through COAS’s dean, such as grant and endowment applications, annual reports, letters, and so forth.
- Assistant works with COAS web editors on a variety of web issues, often on short notice.
- Help other departments and offices promote events via traditional and social media (e.g. graduation deadlines, lectures, Honors events, etc.)

I also include, for the sake of completeness and increased context, the material on this particular Plan 20/20 theme drafted by Dean Elaine Blakemore for the USAP Year One Report:

Above and beyond the educational programs we offer to the citizens of the region, the main additional way the college serves as a regional hub is through the lectures, panels, and other programs we offer to the college, campus, and regional communities, as well as through the five centers of excellence referred to above.

The past three years’ programs are listed below, and links to most can be found on the college web pages. Many of the presentations are on YouTube, in the IPFW Media Vault, and appear on the campus television channel.
IV. Create a Stronger University through Stakeholder Support and Efficiency

This is one of my focal points right now in terms of my own leadership role in the College of Arts and Sciences. I have started to work with the Community Advisory Board on recalibrating their mission to include specific philanthropic and advancement endeavors. This is the first step of what will be a long process of building a culture of development and advancement across the college of arts and sciences.

I also include, for the sake of completeness and increased context, the material on this particular Plan 20/20 theme drafted by Dean Elaine Blakemore for the USAP Year One Report:

i. The Community Advisory Board

The college has as community advisory board. We are working with them to better define their role and how we can make better connections to community goals for the College of Arts and Sciences. Two new members (McMahon and Richardson) were appointed this year, as two previous members resigned. The board members are:

Howard Chapman, Esq.
President, Waterfield Foundation and Administrator of the Chapman Fund
of Counsel to Barrett and McNagny

Michael Conforti
Vice President, Engineering
Exelis Inc.

Nathaniel Hubley, Esq.
Attorney
Theisen & Associates

Deborah McMahan, MD
Health Commissioner
Fort Wayne-Allen County Dept. of Health

Dar Richardson
Grief and Loss Counselor

Daryl Yost, Ed.D.
Director of Community Relations
Northeast Indiana Innovation Center
ii. Communication with our Constituencies: *Collegium*

*Collegium* is the College of Arts and Sciences’ alumni/community outreach publication designed to promote the accomplishments of COAS alumni, students, faculty, and supporters. It began as an annual print magazine sent to alumni, faculty, and other supporters, but is now an e-zine sent regularly to COAS alumni, faculty, local and regional media outlets, and supporters electronically. It can be found at:  
[www.ipfw.edu/departments/coas/alumni/collegium.html](http://www.ipfw.edu/departments/coas/alumni/collegium.html)

iii. The Quality and Efficiency of the Organization

The college recognizes and rewards exemplary faculty participation in teaching, research, and service with a series of annual awards, some of which are named in honor of long-time faculty members and in some cases, supported by gifts from those individuals or others. These include the Pippert Research Awards, the COAS Enhancement of Learning Award, the Bruening Advising Award, the Downs-Hollander Service Award, the Multidisciplinary Faculty Scholars Award, and the Regional Engagement Award (chosen by the Community Advisory Board). Periodically, the college’s premier award, the Lowell Beineke Medal for outstanding contributions to the liberal arts and sciences, for recognition of achievement in teaching, research, and service is presented.

In recent years, the college has developed a set of procedures and policies to improve the reappointment process, a set of guidelines for the mentoring of untenured faculty, and procedures for the annual review and periodic reappointment of department chairs. These can be found at:  
[www.ipfw.edu/departments/coas/resources/forms.html](http://www.ipfw.edu/departments/coas/resources/forms.html). There is no doubt that these have impacted the quality and efficiency of the college in positive ways.

Further, a number of practices were put in place in the college under the Associate Dean for Faculty Development to assist junior faculty in their adjustment to the college and the university, and their development as teachers and scholars in the IPFW environment. These include individual consultations and a series of events and workshops about promotion and tenure.
2. Please list significant accomplishments from the last fiscal year not included in your goals.

See my answer to #1 above for an overview of some of the activities ongoing in the College of Arts and Sciences at the college level.

3. What program-specific accreditations or federal & state laws impact what you do?

As with the rest of the institution, we are subject to HLC accreditation. The only department in the College of Arts and Sciences that currently has a separate accreditation is Chemistry, which has a degree program accredited with the ACS. Looking ahead, during the next couple of years we will be launching a new masters program in Speech-Language Pathology; that program will require a separate accreditation as well (with ASHA). For the Chemistry ACS accreditation, please see the report from that unit. For information on ASHA accreditation for CSD, please refer to this site:
http://www.asha.org/Certification/AboutCertificationGenInfo.htm

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<td>To what extent did the unit evaluate the impact of accreditation constraints and/or benefits?</td>
<td>The program has (or is working toward) accreditation but did not provide any information regarding constraints and/or benefits.</td>
<td>The program has (or is working toward) accreditation and provided a basic list of constraints and/or benefits but did not analyze their impact.</td>
<td>The program has (or is working toward) accreditation and analyzed the impact of their constraints and/or benefits.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

| To what extent did the unit identify and analyze how Federal/State laws and/or mandates impact the unit? | The unit did not address this question. | The unit listed Federal/State laws and/or mandates that affect their unit but did not analyze the impact. | The unit listed Federal/State laws and/or mandates that affect their unit and analyzed the impact. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

4. Please provide the performance metrics identified for your unit and the associated data. (Note: Include the time period the data represent.) Upon review, are there any data you wish to comment on or contextualize?

I would point the task force to the metrics developed for and reported by the sixteen departments and affiliated centers and other units that comprise the College of Arts and Sciences in the aggregate (I will not copy and paste them into this report). These include the following units:

- Anthropology
- Biology
- Chemistry
- Communication
- Communication Sciences and Disorders
- English and Linguistics
- Geosciences
- History
- International Languages and Cultures
- Mathematical Sciences
5. Do you wish to provide any response to last year’s task force comments?

I merely want to thank the task force for its thoughtful commentary.

6. Please list the names of the authors of this USAP report.

Eric Carl Link

Dean, College of Arts and Sciences

NOTE: For Part II of the report (below) I should point out that all of those goals were written by Dean Elaine Blakemore for the Year One USAP report. For the sake of this Year Two report, I will comment on the status of those goals drafted by Dean Blakemore. Since I identify four of them as “in process” (which is squarely in the 3-5 range asked for by the USAP Task Force) I will not draft any “new” goals for this report. But I’d like to believe that some of my own priorities for the college will be evident within my long answer to question #1 above.
Part II

**Instructions:** Report the status of goals created last year and add any new goals in order to have a minimum of three and no more than five “currently active” goals that you are working on. Currently active goals include goals from last year that you are still working on plus any new goals you are adding this year. Part 2 is pre-populated with last year’s goals along with space to report on up to five new goals. For example, if your unit had 8 goals last year, your report will come with space to report on up to 13 goals total (8 from last year + 5 potentially new goals). In the event that you have completed or eliminated last year’s goals you will add 3-5 entirely new goals, hence the space for five additional goals.

The task force determined that in the interest of aligning resources to strategic priorities, it is best to focus on 3-5 goals for each unit and that those goals should include a mix of maintenance and aspirational goals. Goals that were reported last year and are now completed or eliminated do not count in this number (although you will be asked to provide an update). We recognize that you may be required to eliminate goals from last year’s report simply to fit within the limit and it is up to units to decide which 3-5 they wish to focus and report on. Highly strategic units may very well have more than 5 goals they are working towards but the task force requests that you identify which of those are “active” for USAP-purposes. **Leave any unused goals blank.**

Note: **In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2.** For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric I.M.1 and associated outcomes, focused on improving retention and graduation rates.
Goal 1

1. Enter a unit goal:
   a) To develop a set of underlying goals and/or objectives for the COAS-level curriculum requirements for BA and BS degrees.
   b) To develop a plan for revising our current COAS college-level curriculum requirements consistent with these goals and objectives, to position our college for the future and advance our values

2. Status of goal:
   □ Completed  □ Eliminated   □ Modified   ☒ In Process   □ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?
   Click here to enter text.
   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:
   □ No funding for supplies and expenses   □ Priorities shifted
   □ No funding for salary & wages   □ Loss of staffing
   □ No funding for equipment / maintenance of equipment
   □ Other: If ‘Other’, click here to explain.
   **If this goal was eliminated, skip to the next goal.**
5. Type of goal:

- ☐ Create/Develop
- ☐ Eliminate/Discontinue
- ☒ Improve/Enhance
- ☐ Increase Efficiency
- ☑ Maintain
- ☐ Stretch
- ☐ Other: If ‘Other’, click here to explain.

6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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7. Is the unit goal a high, medium or low priority?
   Medium

8. Why is this goal important to your unit, the university or both?
   The College level requirements touch every single student who majors within the College of Arts and Sciences; thus, making sure that these requirements are clear, useful, beneficial to students, and supportive of their learning objectives is paramount.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   Last year, at the request of Dean Elaine Blakemore, a COAS Requirements Working Group was established. That working group studied the issue for about 8 months, then issued a lengthy report with recommendations for restructuring the college-level requirements. Those recommendations are now being vetted by the COAS Curriculum Committee, which will produce a report discussing the viability and acceptability of the working group’s set of recommendations.

10. What action(s) does your unit plan to take to support this unit goal?
    All appropriate committees have been formed and are working.

   **RUBRIC**

   | Do the unit goals align with the University’s goals? | Goal does not align with the University's goals. | The goal is somewhat aligned with the University's goals. | The goal is clearly aligned with the University’s goals. |

   **TASK FORCE COMMENTS AND/OR QUESTIONS:**

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
    The metric is simple: is the report done? If not, when?
**RUBRIC**

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<th>Are clearly stated performance measures provided for each goal? (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included.)</th>
<th>The unit provided performance measures but they are not clearly stated.</th>
<th>Some of the stated performance measures are clearly stated.</th>
<th>All performance goals are clearly stated.</th>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Yes

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

The resources needed are faculty time. Faculty are giving their time to this important work.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

N/A

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

N/A

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

   CUL - # of positions needed: [Click here to enter text.]

   Benefited: [Select Yes/No]
17. If you were to receive the additional resources outlined in question #16, how will they be used?

N/A

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<td><strong>Are clearly stated budget plans included for each goal?</strong> (A budget plan is considered 'clearly stated' if it includes an amount and the funding source.)</td>
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18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

The challenge in moving forward to a successful conclusion for such a goal is building consensus among faculty around a set of recommendations.
**RUBRIC**

| Are clearly stated challenges identified for each goal? (A challenge is 'clearly stated' if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal. | Challenges are not included in the unit’s report. | Challenges are listed but they are not clearly stated. | Clearly stated challenges are included for this goal. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

19. What is your timeline for accomplishing this goal?

   1-2 years

   Dates:  Click here to enter text.
Goal 2

1. Enter a unit goal:

To restructure the faculty lecture series, begun by the previous dean, formerly known as First Mondays, now running under the title of "Faculty in Focus." The series will be divided into two themes, one consistent with the previous theme of First Mondays (to provide a series of student-focused lectures on faculty research), and the other a new theme, to focus on innovative pedagogy or pedagogical research, to highlight our teaching mission and the fine pedagogical scholarship and innovative teaching done by our faculty. The goal is to have one lecture per month, alternating between the two themes. Friday at noon seems to be the most desirable time slot. There will be no lecture in January or in the month when the COAS Enhancement of Learning award lecture is delivered.

2. Status of goal:

☐ Completed  ☒ Eliminated  ☐ Modified  ☐ In Process  ☐ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

Click here to enter text.

If this goal was completed, skip to the next goal.

4. If eliminated or modified, state reason:

☐ No funding for supplies and expenses  ☒ Priorities shifted
☐ No funding for salary & wages  ☐ Loss of staffing
☐ No funding for equipment / maintenance of equipment
☐ Other:  If ‘Other’, click here to explain.

If this goal was eliminated, skip to the next goal.
5. Type of goal:

☐ Create/Develop ☐ Eliminate/Discontinue ☐ Improve/Enhance
☐ Increase Efficiency ☐ Maintain ☐ Stretch
☐ Other: If ‘Other’, click here to explain.

6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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7. Is the unit goal a high, medium or low priority?
   Click here to choose.

8. Why is this goal important to your unit, the university or both?
   Click here to enter text.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   Click here to enter text.

10. What action(s) does your unit plan to take to support this unit goal?
    Click here to enter text.

| RUBRIC |
|-----------------|-----------------|-----------------|-----------------|
| Do the unit goals align with the University's goals? | Goal does not align with the University's goals. | The goal is somewhat aligned with the University's goals. | The goal is clearly aligned with the University's goals. |

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
    Click here to enter text.
### RUBRIC

| Are clearly stated performance measures provided for each goal? (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included.) | The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

### TASK FORCE COMMENTS AND/OR QUESTIONS:

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?
   
   Click here to choose.

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?
   
   Click here to enter text.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.
   
   Click here to enter text.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?
   
   Click here to enter text.

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.
   
   CUL - # of positions needed  
   Benefited  
   Select Yes/No
S & W — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

S & E — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Equipment — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Other: Describe:  Click here to enter text.

Other — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.

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<td>Are clearly stated budget plans included for each goal? (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.)</td>
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18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Click here to enter text.
### RUBRIC

| Are clearly stated challenges identified for each goal? (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal. | Challenges are not included in the unit's report. | Challenges are listed but they are not clearly stated. | Clearly stated challenges are included for this goal. |

### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

   **Click here to choose.**

   Dates: **Click here to enter text.**

### RUBRIC

| Are time frames included for each performance measure (metric)? | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

### TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 3

1. Enter a unit goal:

To establish a new lecture and panel outreach series to reach the Fort Wayne community in service of our role as regional, cultural, and economic hub. Our previous series, UC2, has now ended-this would replace it, but take steps to increase community participation as both presenters and audience.

2. Status of goal:

☐ Completed  ☒ Eliminated  ☐ Modified  ☐ In Process  ☐ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

Click here to enter text.

If this goal was completed, skip to the next goal.

4. If eliminated or modified, state reason:

☐ No funding for supplies and expenses  ☒ Priorities shifted
☐ No funding for salary & wages  ☐ Loss of staffing
☐ No funding for equipment / maintenance of equipment
☐ Other:  If ‘Other’, click here to explain.

If this goal was eliminated, skip to the next goal.
5. Type of goal:

☐ Create/Develop     ☐ Eliminate/Discontinue     ☐ Improve/Enhance
☐ Increase Efficiency ☐ Maintain                     ☐ Stretch
☐ Other: If ‘Other’, click here to explain.

6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

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Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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7. Is the unit goal a high, medium or low priority?
   Click here to choose.

8. Why is this goal important to your unit, the university or both?
   Click here to enter text.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   Click here to enter text.

10. What action(s) does your unit plan to take to support this unit goal?
   Click here to enter text.

| RUBRIC |
|------------------|------------------|------------------|------------------|
| Do the unit goals align with the University's goals? | Goal does not align with the University's goals. | The goal is somewhat aligned with the University's goals. | The goal is clearly aligned with the University's goals. |

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
   Click here to enter text.
### RUBRIC

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### TASK FORCE COMMENTS AND/OR QUESTIONS:

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?
   
   Click here to choose.

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?
   
   Click here to enter text.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.
   
   Click here to enter text.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?
   
   Click here to enter text.

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

   **CUL - # of positions needed**  
   Click here to enter text.

   **Benefited**  
   Select Yes/No
17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Click here to enter text.
### RUBRIC

| Are clearly stated challenges identified for each goal? (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal. | Challenges are not included in the unit’s report. | Challenges are listed but they are not clearly stated. | Clearly stated challenges are included for this goal. |

### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. **What is your timeline for accomplishing this goal?**

   Click here to choose.

   Dates:  [Click here to enter text.]

### RUBRIC

| Are time frames included for each performance measure (metric)? | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

### TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 4

1. Enter a unit goal:

To establish an assistant/associate dean (AD) for student affairs (or student success). .5 administrative load, no summer teaching expectation (100% administrative in summer). This AD would be selected from among the tenured faculty, and would have a history of strong teaching, advising, and/or involvement in high impact pedagogical practices. This AD would be in addition to the current AD position, which focuses on faculty development and program review.

The most important part of the AD's role would be to increase the number of high impact practices in the college, either at the course or the department level (see the AAC&U LEAP website: www.aacu.org/leap/hips), especially those that impact retention and preparation for employment or graduate education (or, overall, career readiness). In particular, this would include undergraduate research, diversity and global learning experiences, service learning and community-based learning, and internships. To a lesser extent, it could also include freshman seminars, collaborative assignments/projects, writing intensive courses and capstone courses, and any of the other high impact practices not previously mentioned.

In addition to the development of high-impact practices identified by LEAP's research, other initiatives that support career-readiness (as do internships and service learning) will be part of this goal. One example includes developing a base of community mentors or partnerships to connect students to possible employment.

Some funding would be needed to support course development grants or curriculum development grants (at the department level) to assist faculty and departments to increase the use of these practices.

The AD would also be responsible for overseeing the assessment, advising, graduation certification, curriculum, and bulletin review functions of the college. He or she would be authorized to grant exceptions to degree requirements, to sign graduation audits, to sit on the Student Affairs and Curriculum Committees. The college advisors would report to this AD.

2. Status of goal:

☐ Completed    ☐ Eliminated    ☐ Modified    ☒ In Process    ☐ New
3. If goal has been completed, what was the impact on your unit and Plan 2020?

Click here to enter text.

**If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:

☐ No funding for supplies and expenses    ☐ Priorities shifted
☐ No funding for salary & wages          ☐ Loss of staffing
☐ No funding for equipment / maintenance of equipment
☐ Other:  If ‘Other’, click here to explain.

**If this goal was eliminated, skip to the next goal.**

---

5. Type of goal:

☒ Create/Develop    ☐ Eliminate/Discontinue    ☐ Improve/Enhance
☐ Increase Efficiency    ☐ Maintain    ☐ Stretch
☐ Other:  If ‘Other’, click here to explain.

6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the **Plan 2020 Coding document**, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. **Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.**

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)
Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric I.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

<table>
<thead>
<tr>
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<tr>
<td>3rd Plan 2020 Goal</td>
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7. Is the unit goal a high, medium or low priority?

High

8. Why is this goal important to your unit, the university or both?

This position will have a significant impact on the college’s ability to meet the recruitment, retention, and graduation rates of our students.

9. If continuing your goal, what progress have you made or which action steps have been completed?

The job position description has been written, approval has been given for the position, and funding has been approved. All I have to do at this point is launch a search to fill the position.

10. What action(s) does your unit plan to take to support this unit goal?

I plan to launch a search within the next six months or so.
RUBRIC

| Do the unit goals align with the University's goals? | Goal does not align with the University's goals. | The goal is somewhat aligned with the University's goals. | The goal is clearly aligned with the University's goals. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Have I hired the person yet? Are they performing well at the job?

RUBRIC

| Are clearly stated performance measures provided for each goal? (Performance measures are considered 'clearly stated' if a benchmark and quantitative measurement is included). | The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Yes

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

To make the hire.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

N/A
15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

Click here to enter text.

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

CUL - # of positions needed  
Benefited  
S & W — Recurring  
Non Recurring  
S & E — Recurring  
Non Recurring  
Equipment — Recurring  
Non Recurring  
Other: Describe:  
Other — Recurring  
Non Recurring

17. If you were to receive the additional resources outlined in question #16, how will they be used?

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<td>No budget information is provided.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

The only challenge is finding the right person with the right skill set for the role. I launched an initial search (which, ultimately, failed) last fall. I’ll try again next summer or fall.

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<td>Challenges are not included in the unit’s report.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

19. What is your timeline for accomplishing this goal?

Less than 1 year

Dates:  Click here to enter text.
| RUBRIC |
|------------------|------------------|------------------|
| **Are time frames included for each performance measure (metric)?** | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 5

1. Enter a unit goal:

   To assess advising in the college, at the college level and in the academic departments, with a goal of creating better connections between students and their advisors, greater retention, and higher levels of degree completion.

2. Status of goal:

   ☐ Completed    ☐ Eliminated    ☐ Modified    ☒ In Process    ☐ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

   Click here to enter text.

   If this goal was completed, skip to the next goal.

4. If eliminated or modified, state reason:

   ☐ No funding for supplies and expenses    ☐ Priorities shifted
   ☐ No funding for salary & wages    ☐ Loss of staffing
   ☐ No funding for equipment / maintenance of equipment
   ☐ Other: If ‘Other’, click here to explain.

   If this goal was eliminated, skip to the next goal.

5. Type of goal:

   ☐ Create/Develop    ☐ Eliminate/Discontinue    ☒ Improve/Enhance
   ☐ Increase Efficiency    ☐ Maintain    ☐ Stretch
   ☐ Other: If ‘Other’, click here to explain.
6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. **Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.**

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

*Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.*

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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</table>

7. Is the unit goal a high, medium or low priority?

Medium

8. Why is this goal important to your unit, the university or both?

We are always striving to integrate best practices in student advising into the units of the college.
9. If continuing your goal, what progress have you made or which action steps have been completed?

Several things have happened. We’ve hired a new Director of Advising (Marietta Frye) and a new professional advisor (Kara Papaik). Dean Elaine Blakemore assembled an ad hoc committee to study advising practices across the college and report on possible improvements (chaired by Professor Irwin Mallin) and that committee’s work is ongoing. In addition, I’ve engaged the chairs in the college in numerous substantive discussions (ongoing) about possible new initiatives in advising and mentoring across the college. In addition, I’ve included a request for two additional full-time professional advisors into my FY17 budget request.

10. What action(s) does your unit plan to take to support this unit goal?

See #9 above.

| RUBRIC |
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| Do the unit goals align with the University's goals? | Goal does not align with the University's goals. | The goal is somewhat aligned with the University's goals. | The goal is clearly aligned with the University's goals. |

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

We look at advising practices, graduation rates, MyBluePrint compliance, retention rates, student success/DFW rates, and we track anecdotal evidence about student advising and mentoring failures and successes in order to find ways to improve processes. We have an entire office at the college level (The COAS Academic Student Services Office) that is charged with tracking success rates associated with advising/mentoring in the college.
**RUBRIC**

| Are clearly stated performance measures provided for each goal? (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included). | The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

   Partial

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

   Click here to enter text.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

   Click here to enter text.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

   We can move forward on all of the various activities grouped under this goal without additional funding except for the addition of two new professional advisors: we need new dollars for that.
16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

   CUL - # of positions needed  2
   Benefited   Yes

   S & W — Recurring   Yes   $$: 70000
   Non Recurring   Select Yes/No   $$: Click here to enter amount.

   S & E — Recurring   Select Yes/No   $$: Click here to enter amount.
   Non Recurring   Select Yes/No   $$: Click here to enter amount.

   Equipment — Recurring   Select Yes/No   $$: Click here to enter amount.
   Non Recurring   Select Yes/No   $$: Click here to enter amount.

   Other: Describe:   Click here to enter text.

   Other — Recurring   Select Yes/No   $$: Click here to enter amount.
   Non Recurring   Select Yes/No   $$: Click here to enter amount.

17. If you were to receive the additional resources outlined in question #16, how will they be used?

   To hire the two new people.
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

None

### RUBRIC

**Are clearly stated challenges identified for each goal?** (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal.

| Challenges are not included in the unit’s report. | Challenges are listed but they are not clearly stated. | Clearly stated challenges are included for this goal. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

19. What is your timeline for accomplishing this goal?

**Click here to choose.**

Dates: This will be ongoing…

### RUBRIC

**Are time frames included for each performance measure (metric)?**

| No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 6

1. Enter a unit goal:

   Maintain an Associate Dean for Faculty Development or Faculty Affairs in COAS, to support untenured faculty through the P&T process, to assist in the reappointment process, to serve on the college Faculty Affairs Committee, and to oversee program review and other faculty-related administrative functions. This has been a valuable function in supporting untenured faculty, and should continue to be a goal.

2. Status of goal:

   - Completed
   - Eliminated
   - Modified
   - In Process
   - New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

   I’m very pleased to have Dr. Bruce Kingsbury still in his role as Associate Dean for Faculty.

   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:

   - No funding for supplies and expenses
   - Priorities shifted
   - No funding for salary & wages
   - Loss of staffing
   - No funding for equipment / maintenance of equipment
   - Other: If ‘Other’, click here to explain.

   **If this goal was eliminated, skip to the next goal.**
5. Type of goal:

- ☐ Create/Develop
- ☐ Eliminate/Discontinue
- ☐ Improve/Enhance
- ☐ Increase Efficiency
- ☐ Maintain
- ☐ Stretch
- ☐ Other: If ‘Other’, click here to explain.

6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

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Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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</table>
7. Is the unit goal a high, medium or low priority?
   Click here to choose.

8. Why is this goal important to your unit, the university or both?
   Click here to enter text.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   Click here to enter text.

10. What action(s) does your unit plan to take to support this unit goal?
    Click here to enter text.

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<tr>
<td>Goal does not align with the University's goals.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
    Click here to enter text.
RUBRIC

| Are clearly stated performance measures provided for each goal? (Performance measures are considered 'clearly stated' if a benchmark and quantitative measurement is included.) | The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?
   Click here to choose.

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?
   Click here to enter text.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.
   Click here to enter text.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?
   Click here to enter text.

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.
   CUL - # of positions needed   Click here to enter text.
   Benefited   Select Yes/No
S & W — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

S & E — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Equipment — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Other: Describe:  Click here to enter text.

Other — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.

| RUBRIC |
|-----------------|-----------------|-----------------|
| **Are clearly stated budget plans included for each goal?** (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.) | No budget information is provided. | Budget plan is included but is not clearly stated. | Goal has a clearly stated budget plan. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Click here to enter text.
### RUBRIC

| Are clearly stated challenges identified for each goal? (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal. | Challenges are not included in the unit’s report. | Challenges are listed but they are not clearly stated. | Clearly stated challenges are included for this goal. |

### TASK FORCE COMMENTS AND/OR QUESTIONS:

19. What is your timeline for accomplishing this goal?

   **Click here to choose.**

   Dates:   **Click here to enter text.**

### RUBRIC

| Are time frames included for each performance measure (metric)? | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

### TASK FORCE COMMENTS AND/OR QUESTIONS:
Goal 7

1. Enter a unit goal:

Establish an undergraduate research journal in COAS. This journal would publish undergraduate student scholarship from a range of disciplines. Besides publishing student research, the English department would support two or more paid student publishing internships, and additional unpaid (or partially work-study paid) internships in editing, publishing, and graphic design could be offered to other IPFW students. The editorial board would be composed of faculty from across campus. Note that this is built on a proposal (available on request) by the English and Linguistics Department that includes two journals, the undergraduate journal and a literary journal publishing poetry and fiction by professional creative writers (not necessarily students). This proposal appears as a goal in the ENGL USAP report. This proposal has been endorsed by the interim dean and the VCAA, but is not currently funded. Both journals would be housed in the college and supported by the publications office of the college. The proposed budgets are tied together because the undergraduate journal would cost more in staff time, whereas the literary journal has more income-generating potential (via sales to libraries and databases). However, I have chosen to focus this goal primarily on the student journal.

2. Status of goal:

☑ Completed  ☐ Eliminated  ☐ Modified  ☐ In Process  ☐ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

I believe the first issue of the new journal will be released in just a few weeks or months.

If this goal was completed, skip to the next goal.
4. If eliminated or modified, state reason:

☐ No funding for supplies and expenses    ☐ Priorities shifted
☐ No funding for salary & wages          ☐ Loss of staffing
☐ No funding for equipment / maintenance of equipment
☐ Other: If ‘Other’, click here to explain.

If this goal was eliminated, skip to the next goal.

5. Type of goal:

☐ Create/Develop    ☐ Eliminate/Discontinue    ☐ Improve/Enhance
☐ Increase Efficiency    ☐ Maintain            ☐ Stretch
☐ Other: If ‘Other’, click here to explain.

6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. **Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.**

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

**Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with**
Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

<table>
<thead>
<tr>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
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</thead>
<tbody>
<tr>
<td><strong>1st Plan 2020 Goal</strong></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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<tr>
<td><strong>2nd Plan 2020 Goal</strong></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td><strong>3rd Plan 2020 Goal</strong></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

7. Is the unit goal a high, medium or low priority?
   Click here to choose.

8. Why is this goal important to your unit, the university or both?
   Click here to enter text.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   Click here to enter text.

10. What action(s) does your unit plan to take to support this unit goal?
    Click here to enter text.

<table>
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<tr>
<th>RUBRIC</th>
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<tbody>
<tr>
<td><strong>Do the unit goals align with the University’s goals?</strong></td>
</tr>
<tr>
<td>Goal does not align with the University's goals.</td>
</tr>
</tbody>
</table>

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Click here to enter text.

| RUBRIC |
|-------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| **Are clearly stated performance measures provided for each goal?**  
(Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included). | The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Click here to choose.

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

Click here to enter text.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

Click here to enter text.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

Click here to enter text.
16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

CUL - # of positions needed  Click here to enter text.
Benefited  Select Yes/No

S & W — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

S & E — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Equipment — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Other: Describe:  Click here to enter text.

Other — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.

RUBRIC

<table>
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<tr>
<th>Are clearly stated budget plans included for each goal? (A budget plan is considered 'clearly stated' if it includes an amount and the funding source.)</th>
<th>No budget information is provided.</th>
<th>Budget plan is included but is not clearly stated.</th>
<th>Goal has a clearly stated budget plan.</th>
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TASK FORCE COMMENTS AND/OR QUESTIONS:
18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Click here to enter text.

| RUBRIC |
|------------------|------------------|------------------|
| **Are clearly stated challenges identified for each goal?** (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal. | Challenges are not included in the unit’s report. | Challenges are listed but they are not clearly stated. | Clearly stated challenges are included for this goal. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates: Click here to enter text.

| RUBRIC |
|------------------|------------------|------------------|
| **Are time frames included for each performance measure (metric)?** | No time frames are included with the performance measures. | Some of the performance measures include time frames. | All performance measures include time frames. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 8

1. Enter a unit goal:

   COAS college-level development goals. Last spring, the chairs and I created a list of development priorities for the college. There were three major development goals, in this order:
   COAS Scholarship Fund (no dollar limit)
   COAS Student Special Project Fund (to permit students to conduct research, travel to present research or to take part in educational activities, or to take part in summer programs to enhance their educational experiences; $25,000 annually)
   COAS Graduate Student Scholarship Fund ($25,000 annually)

2. Status of goal:

   □ Completed       □ Eliminated       □ Modified       ☒ In Process       □ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?

   Click here to enter text.

   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:

   □ No funding for supplies and expenses       □ Priorities shifted
   □ No funding for salary & wages       □ Loss of staffing
   □ No funding for equipment / maintenance of equipment
   □ Other: If ‘Other’, click here to explain.

   **If this goal was eliminated, skip to the next goal.**
5. Type of goal:

☒ Create/Develop    ☐ Eliminate/Discontinue    ☐ Improve/Enhance
☐ Increase Efficiency    ☐ Maintain    ☐ Stretch
☐ Other: If ‘Other’, click here to explain.

6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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<td>IV.C.1</td>
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<td>3rd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
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</tbody>
</table>
7. Is the unit goal a high, medium or low priority?

High

8. Why is this goal important to your unit, the university or both?

Development of scholarship opportunities for students is essential in an era of skyrocketing student debt. Moreover, the student populations served by IPFW are often in need of financial assistance.

9. If continuing your goal, what progress have you made or which action steps have been completed?

I have been in regular dialogue with VCA Fincannon on development opportunities, and I have started some fundraising (with only small successes thus far) for some new scholarship programs in COAS. We’re really just get started.

10. What action(s) does your unit plan to take to support this unit goal?

We are doing some new fund raising letters, some new asks, working with some new donors, reconstituting the advisory board around advancement initiatives, etc.

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

We will look at dollars collected versus resources allocated, etc.
RUBRIC

| Are clearly stated performance measures provided for each goal? | The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

   No

13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

   Click here to enter text.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

   Click here to enter text.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

   I will continue by very best efforts, of course.

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

   CUL - # of positions needed  1
   Benefited  Yes
S & W — Recurring  Yes  $$: 80,000
Non Recurring  Select Yes/No  $$: Click here to enter amount.

S & E — Recurring  Yes  $$: 20,000
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Equipment — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

Other: Describe:  Click here to enter text.

Other — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

17. If you were to receive the additional resources outlined in question #16, how will they be used?

   I need to hire a full-time advancement officer for the college and provide that person with a budget to work with.

| RUBRIC |
|-----------------|-----------------|-----------------|
| **Are clearly stated budget plans included for each goal?** (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.) | No budget information is provided. | Budget plan is included but is not clearly stated. | Goal has a clearly stated budget plan. |

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

   None.
19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates:  Advancement never stops…we just get better at it (hopefully)…
New Goals for 2015-2016 - #1

1. Enter a unit goal:
   Click here to enter text.

2. Status of goal:
   - [ ] Completed
   - [ ] Eliminated
   - [ ] Modified
   - [ ] In Process
   - [ ] New

3. If goal has been completed, what was the impact on your unit and Plan 2020?
   Click here to enter text.
   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:
   - [ ] No funding for supplies and expenses
   - [ ] Priorities shifted
   - [ ] No funding for salary & wages
   - [ ] Loss of staffing
   - [ ] No funding for equipment / maintenance of equipment
   - [ ] Other: [ ] If ‘Other’, click here to explain.
   **If this goal was eliminated, skip to the next goal.**

5. Type of goal:
   - [ ] Create/Develop
   - [ ] Eliminate/Discontinue
   - [ ] Improve/Enhance
   - [ ] Increase Efficiency
   - [ ] Maintain
   - [ ] Stretch
   - [ ] Other: [ ] If ‘Other’, click here to explain.
6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

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Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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7. Is the unit goal a high, medium or low priority?

Click here to choose.

8. Why is this goal important to your unit, the university or both?

Click here to enter text.
9. If continuing your goal, what progress have you made or which action steps have been completed?

Click here to enter text.

10. What action(s) does your unit plan to take to support this unit goal?

Click here to enter text.

| RUBRIC |
|-----------------|-----------------|-----------------|
| Do the unit goals align with the University’s goals? | Goal does not align with the University's goals. | The goal is somewhat aligned with the University's goals. | The goal is clearly aligned with the University’s goals. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Click here to enter text.

| RUBRIC |
|-----------------|-----------------|-----------------|
| Are clearly stated performance measures provided for each goal? | The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Click here to choose.
13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

Click here to enter text.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

Click here to enter text.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

Click here to enter text.

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

<table>
<thead>
<tr>
<th>CUL - # of positions needed</th>
<th>Benefited</th>
<th>S &amp; W — Recurring</th>
<th>Non Recurring</th>
<th>S &amp; E — Recurring</th>
<th>Non Recurring</th>
<th>Equipment — Recurring</th>
<th>Non Recurring</th>
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<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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</tbody>
</table>

Other: Describe:  

Click here to enter text.
Other — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Select Yes/No  $$: Click here to enter amount.

17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.

| RUBRIC |
|-----------------|-----------------|-----------------|
| **Are clearly stated budget plans included for each goal?** (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.) | No budget information is provided. | Budget plan is included but is not clearly stated. | Goal has a clearly stated budget plan. |

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Click here to enter text.

| RUBRIC |
|-----------------|-----------------|-----------------|
| **Are clearly stated challenges identified for each goal?** (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal. | Challenges are not included in the unit's report. | Challenges are listed but they are not clearly stated. | Clearly stated challenges are included for this goal. |

| TASK FORCE COMMENTS AND/OR QUESTIONS: |
|-----------------|-----------------|-----------------|

| RUBRIC |
|-----------------|-----------------|-----------------|
| **Are clearly stated budget plans included for each goal?** (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.) | No budget information is provided. | Budget plan is included but is not clearly stated. | Goal has a clearly stated budget plan. |

| TASK FORCE COMMENTS AND/OR QUESTIONS: |
19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates:  Click here to enter text.

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<tr>
<td>Are time frames included for each</td>
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<td>performance measure (metric)?</td>
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<td>No time frames are included with the</td>
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<td>performance measures.</td>
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<td>Some of the performance measures</td>
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<td>include time frames.</td>
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<tr>
<td>All performance measures include</td>
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<tr>
<td>time frames.</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #2

1. Enter a unit goal:
   Click here to enter text.

2. Status of goal:
   □ Completed  □ Eliminated  □ Modified  □ In Process  □ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?
   Click here to enter text.
   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:
   □ No funding for supplies and expenses  □ Priorities shifted
   □ No funding for salary & wages  □ Loss of staffing
   □ No funding for equipment / maintenance of equipment
   □ Other:  If ‘Other’, click here to explain.
   **If this goal was eliminated, skip to the next goal.**

5. Type of goal:
   □ Create/Develop  □ Eliminate/Discontinue  □ Improve/Enhance
   □ Increase Efficiency  □ Maintain  □ Stretch
   □ Other:  If ‘Other’, click here to explain.
6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

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Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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7. Is the unit goal a high, medium or low priority?

Click here to choose.

8. Why is this goal important to your unit, the university or both?

Click here to enter text.
9. If continuing your goal, what progress have you made or which action steps have been completed?

Click here to enter text.

10. What action(s) does your unit plan to take to support this unit goal?

Click here to enter text.

| RUBRIC |
|-----------------|---------------------------------|---------------------------------|---------------------------------|
| **Do the unit goals align with the University’s goals?** | Goal does not align with the University's goals. | The goal is somewhat aligned with the University's goals. | The goal is clearly aligned with the University’s goals. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Click here to enter text.

| RUBRIC |
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| **Are clearly stated performance measures provided for each goal?** (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included). | The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Click here to choose.
13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

Click here to enter text.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

Click here to enter text.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

Click here to enter text.

16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

<table>
<thead>
<tr>
<th></th>
<th>Recurring</th>
<th>Select Yes/No</th>
<th>$$: Click here to enter amount.</th>
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<td>CUL - # of positions needed</td>
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<td>Recurring</td>
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<tr>
<td>Equipment</td>
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<td>Other: Describe:</td>
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17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.

RUBRIC
Are clearly stated budget plans included for each goal? (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.

| No budget information is provided. | Budget plan is included but is not clearly stated. | Goal has a clearly stated budget plan. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Click here to enter text.

RUBRIC
Are clearly stated challenges identified for each goal? (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge. May not pertain to each goal.

| Challenges are not included in the unit's report. | Challenges are listed but they are not clearly stated. | Clearly stated challenges are included for this goal. |

TASK FORCE COMMENTS AND/OR QUESTIONS:
19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates:  Click here to enter text.

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TASK FORCE COMMENTS AND/OR QUESTIONS:
New Goals for 2015-2016 - #3

1. Enter a unit goal:
   Click here to enter text.

2. Status of goal:
   - □ Completed
   - □ Eliminated
   - □ Modified
   - □ In Process
   - □ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?
   Click here to enter text.
   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:
   - □ No funding for supplies and expenses
   - □ Priorities shifted
   - □ No funding for salary & wages
   - □ Loss of staffing
   - □ No funding for equipment / maintenance of equipment
   - □ Other: If ‘Other’, click here to explain.
   **If this goal was eliminated, skip to the next goal.**

5. Type of goal:
   - □ Create/Develop
   - □ Eliminate/Discontinue
   - □ Improve/Enhance
   - □ Increase Efficiency
   - □ Maintain
   - □ Stretch
   - □ Other: If ‘Other’, click here to explain.
6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. **Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.**

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

**Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.**

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7. Is the unit goal a high, medium or low priority?

Click here to choose.

8. Why is this goal important to your unit, the university or both?

Click here to enter text.
9. If continuing your goal, what progress have you made or which action steps have been completed?

Click here to enter text.

10. What action(s) does your unit plan to take to support this unit goal?

Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Click here to choose.
13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

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15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

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16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

   CUL - # of positions needed   Click here to enter text.
   Benefited   Select Yes/No

   S & W — Recurring   Select Yes/No   $$: Click here to enter amount.
   Non Recurring   Select Yes/No   $$: Click here to enter amount.

   S & E — Recurring   Select Yes/No   $$: Click here to enter amount.
   Non Recurring   Select Yes/No   $$: Click here to enter amount.

   Equipment — Recurring   Select Yes/No   $$: Click here to enter amount.
   Non Recurring   Select Yes/No   $$: Click here to enter amount.

   Other: Describe:   Click here to enter text.
17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.

| RUBRIC |
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| **Are clearly stated budget plans included for each goal?** (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.) | No budget information is provided. | Budget plan is included but is not clearly stated. | Goal has a clearly stated budget plan. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Click here to enter text.

| RUBRIC |
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| **Are clearly stated challenges identified for each goal?** (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal. | Challenges are not included in the unit's report. | Challenges are listed but they are not clearly stated. | Clearly stated challenges are included for this goal. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates:   Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #4

1. Enter a unit goal:
   
   Click here to enter text.

2. Status of goal:
   
   □ Completed   □ Eliminated   □ Modified   □ In Process   □ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?
   
   Click here to enter text.

   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:
   
   □ No funding for supplies and expenses   □ Priorities shifted
   □ No funding for salary & wages   □ Loss of staffing
   □ No funding for equipment / maintenance of equipment
   □ Other:  If ‘Other’, click here to explain.

   **If this goal was eliminated, skip to the next goal.**

5. Type of goal:
   
   □ Create/Develop   □ Eliminate/Discontinue   □ Improve/Enhance
   □ Increase Efficiency   □ Maintain   □ Stretch
   □ Other:  If ‘Other’, click here to explain.
6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. **Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.**

Plan 2020 is structured around four goal areas: I – Student Success, II – Creation, Integration and Application of Knowledge, III – Regional Activities, and IV – Creating a Stronger University. You may find that your unit goal aligns to multiple Plan 2020 goals and at different levels, and that is fine. Please choose goals at the lowest level only. (For example, if you have a unit goal focused on building a relationship with a regional partner, you only need to choose I.E.3 and not I.E. or I. Conversely, if you have a unit goal that aligns with student success but doesn’t really have an applicable lower-level goal, choose I – Student Success.)

**Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.**

Select up to three Plan 2020 Goals to align with. **Choose only one goal for each row.**

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7. Is the unit goal a high, medium or low priority?

Click here to choose.

8. Why is this goal important to your unit, the university or both?

Click here to enter text.
9. If continuing your goal, what progress have you made or which action steps have been completed?

Click here to enter text.

10. What action(s) does your unit plan to take to support this unit goal?

Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Click here to choose.
13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

Click here to enter text.

14. If you are reallocating your current resources to accomplish this goal, please explain what specific resources will be reallocated.

Click here to enter text.

15. If you answered “No” or “Partial” to Question #12, what are you able to accomplish without additional resources?

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16. If you answered “No” or “Partial” to Question #12, what additional resources do you need to fully accomplish this unit goal? Provide specific dollar amounts.

   CUL - # of positions needed  Click here to enter text.
   Benefited  Select Yes/No

   S & W — Recurring  Select Yes/No  $$: Click here to enter amount.
   Non Recurring  Select Yes/No  $$: Click here to enter amount.

   S & E — Recurring  Select Yes/No  $$: Click here to enter amount.
   Non Recurring  Select Yes/No  $$: Click here to enter amount.

   Equipment — Recurring  Select Yes/No  $$: Click here to enter amount.
   Non Recurring  Select Yes/No  $$: Click here to enter amount.

Other: Describe:  Click here to enter text.
17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.

| RUBRIC |
|-----------------|-----------------|-----------------|
| **RUBRIC**      | **RUBRIC**      | **RUBRIC**      |
| **Are clearly stated budget plans included for each goal?** (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.) | No budget information is provided. | Budget plan is included but is not clearly stated. | Goal has a clearly stated budget plan. |
| **TASK FORCE COMMENTS AND/OR QUESTIONS:** | **TASK FORCE COMMENTS AND/OR QUESTIONS:** | **TASK FORCE COMMENTS AND/OR QUESTIONS:** |

18. What challenges or constraints, other than financial (i.e. federal or state mandates, accreditations, university policy), might affect your progress toward accomplishing this unit goal?

Click here to enter text.

| RUBRIC |
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| **RUBRIC**      | **RUBRIC**      | **RUBRIC**      |
| **Are clearly stated challenges identified for each goal?** (A challenge is ‘clearly stated’ if it is explained in detail along with a contingency plan to overcome the challenge). May not pertain to each goal. | Challenges are not included in the unit's report. | Challenges are listed but they are not clearly stated. | Clearly stated challenges are included for this goal. |
| **TASK FORCE COMMENTS AND/OR QUESTIONS:** | **TASK FORCE COMMENTS AND/OR QUESTIONS:** | **TASK FORCE COMMENTS AND/OR QUESTIONS:** |
19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates: Click here to enter text.

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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
New Goals for 2015-2016 - #5

1. Enter a unit goal:
   Click here to enter text.

2. Status of goal:
   ☐ Completed       ☐ Eliminated       ☐ Modified       ☐ In Process       ☐ New

3. If goal has been completed, what was the impact on your unit and Plan 2020?
   Click here to enter text.
   **If this goal was completed, skip to the next goal.**

4. If eliminated or modified, state reason:
   ☐ No funding for supplies and expenses       ☐ Priorities shifted
   ☐ No funding for salary & wages              ☐ Loss of staffing
   ☐ No funding for equipment / maintenance of equipment
   ☐ Other: If ‘Other’, click here to explain.
   **If this goal was eliminated, skip to the next goal.**

5. Type of goal:
   ☐ Create/Develop       ☐ Eliminate/Discontinue       ☐ Improve/Enhance
   ☐ Increase Efficiency       ☐ Maintain              ☐ Stretch
   ☐ Other: If ‘Other’, click here to explain.
6. How does your unit goal align with Plan 2020 Goals, Metrics & Outcomes?

Using the Plan 2020 Coding document, identify which three Plan 2020 goals, metrics or outcomes best align with your unit goal. Please make only one selection for each row, using the appropriate drop-down menu based on the Plan 2020 Goal area you want to align with.

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Note: In the first year, each unit that was directly responsible for student learning (whether the unit was academic or academic support) included at least ONE unit goal (among its other goals) that aligned with EITHER Goal I.A.1 or I.A.2. For this year, each unit directly responsible for students (whether the unit is academic or academic support) should include at least ONE unit goal (among its other goals) that aligns with Metric 1.M.1 and associated outcomes, focused on improving retention and graduation rates.

Select up to three Plan 2020 Goals to align with. Choose only one goal for each row.

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7. Is the unit goal a high, medium or low priority?

Click here to choose.

8. Why is this goal important to your unit, the university or both?

Click here to enter text.
9. If continuing your goal, what progress have you made or which action steps have been completed?

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10. What action(s) does your unit plan to take to support this unit goal?

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| **Do the unit goals align with the University’s goals?** | Goal does not align with the University’s goals. | The goal is somewhat aligned with the University’s goals. | The goal is clearly aligned with the University’s goals. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Click here to enter text.

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| **Are clearly stated performance measures provided for each goal?** (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included). | The unit provided performance measures but they are not clearly stated. | Some of the stated performance measures are clearly stated. | All performance goals are clearly stated. |

**TASK FORCE COMMENTS AND/OR QUESTIONS:**

12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Click here to choose.
13. If you answered “Yes” to Question #12 and you have the current resources needed to accomplish this goal, how will you use your resources?

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S & W — Recurring  Select Yes/No  $$: Click here to enter amount.
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17. If you were to receive the additional resources outlined in question #16, how will they be used?

Click here to enter text.

RUBRIC

| Are clearly stated budget plans included for each goal? (A budget plan is considered ‘clearly stated’ if it includes an amount and the funding source.) | No budget information is provided. | Budget plan is included but is not clearly stated. | Goal has a clearly stated budget plan. |

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TASK FORCE COMMENTS AND/OR QUESTIONS:
19. What is your timeline for accomplishing this goal?

Click here to choose.

Dates: Click here to enter text.

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<th>RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are time frames included for each performance measure (metric)?</td>
</tr>
<tr>
<td>No time frames are included with the performance measures.</td>
</tr>
<tr>
<td>Some of the performance measures include time frames.</td>
</tr>
<tr>
<td>All performance measures include time frames.</td>
</tr>
</tbody>
</table>

**TASK FORCE COMMENTS AND/OR QUESTIONS:**