University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne
Biology
Part I
1. What does your unit do and how does it support the mission of the university?

The Biology department provides the educational framework and hands on experience in both the lecture and labs in all of the life sciences. We offer the BS and MS degrees as part of the Purdue mission for Indiana and our graduates providing opportunities for students at all levels to participate in quality research and experiences in the life sciences.

Biology faculty conducted basic and applied research supported by over $650,000 in external grants awarded to 9 different faculty which included over 21 publications in reviewed international and national scientific journals. These publications included over 18 IPFW undergraduates and graduate students as co-authors. With grants students were supported to conduct research with IPFW professors in areas ranging from the impact of insect vectors on soybean crops, the effects of point pollution on watershed biodiversity, the impacts of development and habitat fragmentation on herpetofauna and the worldwide impact of climate change on our oceans biodiversity.

Biology students acquired knowledge in both the classroom and in the laboratory while also fulfilling the requirements for their degree with courses in the basic STEM areas such as Chemistry, Physics, Math, Geoscience, Engineering, Statistics but also in the general education requirements including English, Humanities, Psychology, Social Sciences, Arts and Foreign Languages. They apply these learned skill through lab and field hands on experiences working not only at IPFW but on field experiences in the tri-state area as well as in foreign countries such as intensive labs conducted in the Bahamas and Costa Rica as part of extensive field labs that also provide opportunities for internationalization of our students and use of the MFL skills obtained in their general education coursework.

By participation in the courses and labs in our program our biology students receive the skills necessary to become ethical mature professionals in the life sciences and community. They develop the critical thinking skills that provides them with the framework for problem solving and research in the life sciences. They receive the basic knowledge in genetics, biochemistry, physiology, anatomy, ecology, entomology, plant sciences, virology, immunology, and microbiology necessary to become professionals in the life sciences.

With our newly developed 3 credit senior seminar and 1 credit freshman seminar courses the biology students learn the skills necessary to produce cogent and succinct scientific oral and written reports, publications and memoranda. Many graduate with a scientific publication and communication record in the professional literature.

To be Frank in Biology we generate about 14,000 credit hours per year and with one less faculty position were only down less than 1% from the year before. We graduated about 10% of our total majors and 50% of those graduates (24) were accepted into graduate or professional schools before leaving IPFW. In addition we generate 2.5 times the revenue from our department offerings than we get back from the university in
Salaries and S&E. Our biology majors have received major national and international awards such as the Goldwater Scholarship, Chapman Scholarships, Cornell Scholarships amounting to over $75,000/year in scholarships awarded. If you check closely you will find that 20% of the Physicians practicing in the metro Fort Wayne Area have attended and taken classes at IPFW Biology. Our faculty average about $500,000 per year in grant and contracts support and we graduate about 15 students per year from our MS program. The faculty publishes about 20 reviewed scientific articles in professional journals and textbooks and these manuscripts have included over 27 undergraduates and graduate students as co-authors. From all the metrics I can see Biology is excelling and serving our life sciences students far and above what would be required and yet we do not receive the benefit of even retaining the personnel and faculty we have had in the past to accomplish our goals. The climate in the department and in COAS in general is demoralized and this USAP process and the outcomes of this effort are not clearly understood nor defined by the university.

| RUBRIC |
|------------------|------------------|------------------|
| **To what extent was evidence provided to demonstrate how well the unit supports the mission statement of the University?** | The unit did not provide evidence of their support of the mission statement. | The unit provided some indicator of how it supports the mission statement. | The unit specifically explained how it supports the mission statement and provided examples. |

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

2. Please list significant accomplishments from the last fiscal year not included in your goals.

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Biology has accomplished its mission to educate and prepare students for employment in the life sciences. Below are just some of the major accomplishments in Research.

B. Research

1. Publications

a. Books or monographs—


b. Articles


Sasha Tetzlaff, Michael Ravesi, Jenna Parker, Michael Forzley, Bruce Kingsbury. 2015. Feeding and breeding: a northern population of Massasauga Rattlesnakes, Sistrurus catenatus (Rafinesque 1818), continues to hunt during the mating season. Herpetology Notes 8: 277-280.


Tiffany Hough, Christina Glaze, Elliott Blumenthal, and Ahmed Mustafa. Effects of Omega-3 fatty acid Supplementation on Aquaponics-system Raised Tilapia (Oreochromis niloticus x Oreochromis aureus) Growth, Physiology, and Immunology. Journal of Applied Aquaculture (Accepted).


Hill, J.E., F.V. Paladino, J. R. Spotila, P. Santidrian Tomillo. 2015. Shading and Watering as a Tool to Mitigate the Impacts of Climate Change in Sea Turtle Nests. PLOS ONE DOI:10.1371/journal.pone.0129528 June 1, 2015


c. Grants


The Nature Conservancy, 2015. $14,600. We were contracted to conduct water quality and ecological assessments of two tributaries to Fish Creek. Both catchments have two-stage ditch segments that were constructed to reduce sediment and nutrient runoff to the Maumee Basin. Robert Gillespie

City of Fort Wayne, $25,800. We were contracted to manage a monitoring program to assess effects of combined sewer overflow. Robert Gillespie

Kingsbury, B. A. “Assessing Value of Translocation as a Tool for Managing Eastern Massasauga from High Risk Sites.” A proposed amendment for our existing contract with Michigan Department of Military and Environmental Affairs. $40,000. In January 2016, we were notified that our proposal would be accepted.
Kingsbury, B. A. “Headstarting Turtles for Conservation and Education.” Elkhart Conservation Club. $7500. This proposal was approved in January 2016.

Effects of drought, flooding, and insect herbivory on soybean plant growth and yield ($20,000). Punya Nachappa (PI).

2015

Analysis of vector competence in potential thrips vector species to transmit Soybean vein necrosis virus. Indiana Academy of Sciences ($2119) Jinlong Han and Punya Nachappa.


Bennett, J. (2015) Expression of genes associated with sunscreen biosynthesis in a regulatory mutant of the cyanobacterium Nostoc punctiforme. IPFW Undergraduate Summer Research Support Program, $1000 student stipend, funded


Paladino F. V. Earthwatch. Costa Rican Sea Turtles 2015-2016 –$72,000
Paladino, F. V. Leatherback Trust. Sea turtle research in the Pacific – Sonoma Co. Foundation in CA $65,000 2015-16


Paladino/ Robinson. Use of Drones to track sea turtle hatchlings and American crocodiles in Costa Rica (Research supervisor: Frank Paladino). Ft. Wayne Children's Zoo Grant, $5,000.

4. Awards or honors for research

Graduate student, Eric Stadig, was awarded the Hydrolab Best Student Poster Presentation award is given for the for his presentation on Monitoring Long Term Trends in the St Joseph River Watershed at the International Association for Great Lakes Research, Burlington, VT. June, 2015.

12. Upon review of your department data as reflected in the Employment Demand Report, are there any data you wish to comment on or contextualize? To view this report, visit: http://www.ipfw.edu/microsites/usap/employment-outlook/index.html.

IPFW Biology is a driving force in the production of medical health professional in the Tri state region with about 50% of our graduates going to graduate and professional schools such as MD, DDS, PA, DVM, MS, Ph.D. and Parm. D. programs.

13. Do you wish to provide any response to last year’s task force comments?

I find it difficult to accept that this USAP or any other process has been seriously considered in the decisions of the Central Administration. Last year 12 faculty lines were distributed to 2 different departments, Engineering and Nursing both of which the metrics
we were told that were being used such as cost of operation and revenue income lose money and do not even come out as even on the revenue vs total cost. Our program which generated 2.5 times the revenue than the total costs lost a position. I see no strategic use of metrics in this process.

| RUBRIC |
|-----------------|-----------------|-----------------|
| To what extent did the unit provide evidence that accomplishments align with the mission of the University? (Only include accomplishments that are not included with goals) | The unit did not provide evidence that accomplishments align with the mission of the University. | The unit provided evidence that accomplishments somewhat align with the mission of the University. | The unit provided evidence that accomplishments align closely with the mission of the University. |

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

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

AAALAC animal care facility accreditation.

| RUBRIC |
|-----------------|-----------------|-----------------|
| To what extent did the unit evaluate the impact of accreditation constraints and/or benefits? | The program has (or is working toward) accreditation but did not provide any information regarding constraints and/or benefits. | The program has (or is working toward) accreditation and provided a basic list of constraints and/or benefits but did not analyze their impact. | The program has (or is working toward) accreditation and analyzed the impact of their constraints and/or benefits. |

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

| 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. |
4. Upon review of your department data, are there any data you wish to comment on or contextualize? (Note: Populated metrics will be distributed to departments in January.)

Click here to enter text.

5. Who provides advising to your students? (Please check as many as apply)

☒ Faculty ☐ Peer ☐ Professional ☐ N/A

6. Are your students required to meet with an advisor each semester?

Yes

Comments: Some students will just e-mail or call but for the most part all will meet with their advisor for final approval.

7. Does your department have formal advising policies that are to be followed?

no

8. Do you collect employment data for your graduates?

Yes

9. If you answered “Yes” to Question #8, what % of your graduates from the last academic year (2014-2015) are employed in their field of study or enrolled in another educational program? NOTE: If you do not collect this data by department, we will refer to Destination Survey: http://www.ipfw.edu/microsites/usap/destination-survey/index.html.

From those who reported 100% of 52 graduates 25 went to graduate or professional schools, 6 have employment in the life sciences 21 have not responded. Employed or Continuing education rate 735

10. If you reported data in question #9, how was this data collected?

Voluntary responses and e-mail from the students. University survey
11. Upon review of your department data as reflected in the Destination Survey, are there any data you wish to comment on or contextualize? To view this report, visit: http://www.ipfw.edu/microsites/usap/destination-survey/index.html.

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and Setaria viridis illustrate functional flexibility. Protoplasma. 

http://dx.doi.org/10.1016/j.plaphy.2015.12.014


Tiffany Hough, Christina Glaze, Elliott Blumenthal, and Ahmed Mustafa. Effects of Omega-3 fatty acid Supplementation on Aquaponics-system Raised Tilapia (Oreochromis niloticus x Oreochromis aureus) Growth, Physiology, and Immunology. Journal of Applied Aquaculture- (Accepted).


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c. Grants

• Purdue Research Foundation 2015 Summer Research Grant. “Functional studies on mycobacterial gene products involved in lipid metabolism in the tuberculosis pathogen” ($8000). PI: Jaiyanth Daniel


The Nature Conservancy, 2015. $14,600. We were contracted to conduct water quality and ecological assessments of two tributaries to Fish Creek. Both catchments have two-stage ditch segments that were constructed to reduce sediment and nutrient runoff to the Maumee Basin. Robert Gillespie

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

Frank V. Paladino, Elliott Blumenthal
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 1.M.1 and associated outcomes, focused on improving retention and graduation rates.
Goal 1

1. Enter a unit goal:

   Improve Departmental Tools for Programmatic Assessment:
   Alignment with IPFW 2020 Goals(s): Foster Student Success
   I. A. 1 Improve quality/fidelity of Assessment
   I. A. 2 Use assessment data to improve student learning

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?

   It was realized that this goal should be divided into a two goals- The 1st goal would be to improve Departmental tools for Program Assessment, and the 2nd goal to foster student success and improve student learning. Thus this goal has been modified to represent two goals for our Unit.

   Program Assessment- We are working on a few new assessment protocols for our department. One assessment will examine three learning goals:

   - Students will demonstrate the ability to locate and critically evaluate scientific information to help develop relevant questions and hypotheses, interpret the results of investigation, and synthesize and apply new and existing knowledge.
   - Students will demonstrate the ability to design studies to test biological hypotheses using laboratory, field, or computational methods that meet professional ethical standards.
   - Students will demonstrate the ability to communicate the results of scientific research verbally and in writing

   These goals can be evaluated in our new Capstone, BIOL 49100 (3 credits), course, and student papers and poster presentations are evaluated by departmental faculty. This 3 credit hour capstone course was designed and implemented two years ago, and the 1 credit hour course will be phased out, the last semester that it will be taught is Spring 2017.
In addition, we will be implementing the BioMaps Pilot Project for assessment of our Biology Core courses, as well as potentially using standardized exams at core entrance and completion of the core to access competency for content in these courses. These are ongoing projects.

Finally, for assessment, we are working on an Alumni survey that will be sent out to our graduates to determine their satisfaction level with their learning and subjects offered within the Biology program. This survey will attempt to identify strengths and weaknesses within the program and these can then be addressed. The survey will also identify how successful our graduates have been in going into higher education programs (MS, PhD, and professional programs).

Student Success- This is our new, modified, 2nd Goal- In this area we have developed a new course that is required of all new Biology majors, and was first offered in the Fall, 2015. It is a 1 credit hour course, called Freshman Resource Seminar, and not only will make sure that the students have a 4-year-plan in place on MyBluePrint, but will also introduce these new Biology majors to Departmental Faculty and their research. In addition, the course will discuss plagiarism, make students aware of resources on campus (CELT, Writing Center, Tutoring) that they can use for help in studying, and an introduction to departmental clubs so they can become more engaged in campus activities. Many studies have shown that involved students are better retained.

Finally, for student success and retention, we are emphasizing the important of advising to the freshman students. We have recently hired one non-tenured staff person to help with advising and to do some teaching, and we are considering requesting that we hire a professional advisor to help with the very high load of student advising that we have in Biology (about 450 majors and only about 11 advising 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.

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>1st Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
<th>Area III Goals</th>
<th>Area IV Goals</th>
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<td>IV.A.2</td>
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<tr>
<th>2nd Plan 2020 Goal</th>
<th>Area I Goals</th>
<th>Area II Goals</th>
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<tr>
<td>I.M.1</td>
<td>Choose an item.</td>
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<th>3rd Plan 2020 Goal</th>
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<td>I.M.2</td>
<td>Choose an item.</td>
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</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?
   These goals are described in #3 above. Assessment of our program is important for the university as a whole and for the departmental unit so that we can measure our success and modify the program to become more successful.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   This is also described in #3 above. We have developed the Freshman Resource class, BIOL 12000, but this class is still a work in progress. The assessments of the program are in progress and we will be implementing some of these in the coming semesters.

10. What action(s) does your unit plan to take to support this unit goal?
    We are working on assessment protocols and we continue to work on our curriculum to best enhance the learning experience for the students, both for learning and retention.

RUBRIC

<table>
<thead>
<tr>
<th>Do the unit goals align with the University's goals?</th>
<th>Goal does not align with the University's goals.</th>
<th>The goal is somewhat aligned with the University's goals.</th>
<th>The goal is clearly aligned with the University's goals.</th>
</tr>
</thead>
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11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

1. Use of CLS tools to assess achievement of learning outcomes in biology core courses.
2. Use of assessment techniques to assess learning outcomes in biology elective courses.
3. Use of new capstone course to assess learning outcomes on skills and abilities.
4. Use of Bio-Maps or Field Test in Biology as a standardized assessment for knowledge, skills and abilities learning outcomes.
5. Use of Alumni Surveys to assess lifelong learning and to gain feedback on skills needed for employment and success in professional and graduate schools.

<table>
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<tr>
<td><strong>Are clearly stated performance measures provided for each goal?</strong> (Performance measures are considered ‘clearly stated’ if a benchmark and quantitative measurement is included).</td>
</tr>
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</table>

**TASK FORCE COMMENTS AND/OR QUESTIONS:**
12. Are you able to accomplish this unit goal with your current monetary and staffing resources?

Partial, we are currently down one full time faculty who will retire (Dr. Shree Dhawale, Cell Biology Area) in May without a replacement and we will also be down an additional half time with the half time retirement of Dr. William Demont (Area Ecology). We are also down an additional full time FTE with the release of Dr. Bruce Kingsbury (Area Ecology) to COAS as an associate dean. Thus Biology is down 2.5 full time faculty FTE’s. Very difficult to do anything but tread in the deep water and try our best to maintain all the courses we can teach. Please ask Engineering and Nursing how their staffing is going?

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 need additional space and faculty to fully accomplish our goals to the fullest extent and to be most successful. We are currently losing one faculty member due to retirement, and within the next few years at least 2-4 faculty may be retiring. With the current staffing we are accomplishing generation of new courses for new and continuing Biology majors, including the Freshman Resource Seminar, but our ability to serve our students in advising is lacking. The assessment protocols should be able to be put in place over the next few years.

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

In the current year we need to replace one faculty (retirement), but over the next 4 years 2-4 positions may need to be filled

Benefited  Yes

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?

The hiring of replacement faculty is imperative. Replacement of retiring faculty would be about $65,000/year/position + startup funds of around $25-30,000/faculty position. The addition of a professional advisor would be very important so that we can take a large portion of advising duties off research and teaching faculty. This position would cost about $30,000/year
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?

We are down 2.5 full time FTE faculty from 3 years ago and we scramble to cover the required classes for our majors and service classes that must be taught each semester and still allow faculty to be productive and incorporate the large number of undergraduates and graduate students into the research programs in biology.

19. What is your timeline for accomplishing this goal?

1-2 years

Dates:  Click here to enter text.
<table>
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<tr>
<td><strong>Are time frames included for each performance measure (metric)?</strong></td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
Goal 2

1. Enter a unit goal:

   Increase Student Engagement: 2020 Goal:
   I. Foster Student Success:
      B. 1. Increase opportunities for engaged and experiential learning/service/internship programs.
   II. Promote Creation, Integration, Application of knowledge.
      B. Promote mentoring relationships between faculty-students

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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<tr>
<td></td>
<td>Choose an item.</td>
<td>II.B - Mentoring relationships</td>
<td>Choose an item.</td>
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<td>II.M.2</td>
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<td>Choose an item.</td>
</tr>
<tr>
<td>3rd Plan 2020 Goal</td>
<td>I.B.1</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?

Medium

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

Student engagement in wet bench research (in the lab or field) promotes greater learning and understanding, and leads to increased retention of our majors because the students are performing tasks that really interest them and gives them “real life” experiences. The also helps to promote relationships between faculty and students and enables the students to put book learning to practical applications. One thing that IPFW can offer that many other larger universities can’t is getting undergraduates involved in research, and this can be a big advantage in attracting many high quality students to our campus. These students have presented and participated in numerous undergraduate and professional symposia where poster presentations and orals have been presented by these students. There have been numerous best poster and presentation awards by these students and the list is in the annual faculty reports. Most notable is the best student posters for 2 students working with Dr. Daniel at a regional ASM meeting and best student poster at an international meeting in Peru with over 1000 attendees and 500 presentations by a graduate student in Dr, Paladino’s lab.

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

We have not done a lot with these goals as yet, but this will be worked on over the next few years. Currently we have a very engaged and active faculty with regards to the inclusion of undergraduates, graduates, and even high school students, in their research. The problem comes in with resources and support. There is no way that 13 research faculty can accommodate 450 biology majors in their labs. We will have to push for more funding from the university, obtain more external grants and get more space to accommodate our needs.

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

We will need to push for more support and space, both internal and external to the university setting.
11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Determination of undergraduate, graduate and high school student participation in our labs, presentation of posters and talks at local, national and international meetings, and publication of results will be used to access the success of our program. We already do a very good job at this, and our external grant funding is among the top of all departments at IPFW.

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?

Without the external grants awarded to 9 faculty we would be hard pressed to accomplish the educational and hands on goals that we have for both undergraduates and graduate students in biology.
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?

As stated above, we are doing an outstanding job with the resources that we currently have, but for increased student involvement and success we need more resources, space and funding. Over the past years we have increased the number of undergraduate and graduate presentations and both students and faculty have been successful in obtaining summer grant support for their research.

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>We need to replace 2.5 - 4 existing faculty positions as our current faculty retire in the next 2 years. One position has not been replaced despite the metrics indicating that Biology and COAS are understaffed and deserving of positions. It is critical that these 2.5 FTE positions are recovered quickly or Biology will be forced to cut back offerings to majors and non-majors. We have maintained enrollments with 1 – 2% of previous years, but other faculty will be retiring over the next few years and this will further exacerbate this FTE issue.</th>
<th>Benefited</th>
<th>Yes</th>
</tr>
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<tbody>
<tr>
<td>S &amp; W — Recurring</td>
<td>Yes</td>
<td>$$: 65,000/faculty</td>
<td></td>
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<tr>
<td>Non Recurring</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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<tr>
<td>S &amp; E — Recurring</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
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<tr>
<td>Non Recurring</td>
<td>Select Yes/No</td>
<td>$$: Click here to enter amount.</td>
<td></td>
</tr>
</tbody>
</table>
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?

These funds would be used to help support undergraduate and graduate research in our labs and will be used for disposable and non-disposable equipment, glassware and supplies. Wet bench research is very expensive and to support research students can cost $10,000 or more per year per student, depending upon the type research that the lab is involved 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?

Space is one of the biggest issues, but resources, equipment, and the number of faculty are critical to the success of this type of program.
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?

5+ years

Dates: This would be an ongoing project that will have to be pushed over a number of years.

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:

Promote Faculty-Student Research 2020 Goal:
I.B.4 expanded use of high-impact instruction-advising
I.B.5 transforming the concept of the college classroom and delivery of education
II.B promoting mentoring relationships between faculty-students engaged in the creation, integration of knowledge
II.A project future regional, national, and international demand for research and collaboration.
II.C Develop faculty-student engagement with the community.

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?

See The accomplishments but biology has the greatest number of Honors program projects and presentations at the IPFW undergraduate student poster competition each year

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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<tr>
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<td>Choose an item.</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?
   
   High

8. Why is this goal important to your unit, the university or both?
   
   Gives IPFW students hands on experiences in the life sciences.

9. If continuing your goal, what progress have you made or which action steps have been completed?
   
   Increased the number of independent research hours offered and included those hours in the COAS workload reports.

10. What action(s) does your unit plan to take to support this unit goal?
    
    Continue to apply for external grants that are the main source of S & E for these student projects.

| 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 number of Honors projects and successful completion of independent research credit hours and presentation at student symposia.
| 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?

   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?

   Apply for more external grants!

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 Replace the 2.5 positions lost to retirement, reassignment and half time retirement

   Benefited Yes
S & W — Recurring $65,000 $$: Click here to enter amount.
Non Recurring Select Yes/No $$: 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 Yes $30,000
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?

To help establish the research program of new faculty

<table>
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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?

Approval by Central Administration
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?

12 Months

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:

   Regional Intellectual Hub 2020 Goals:
   III.A. Expand collaborations-research with regional, national, global partners,
   III.B. Provide access to intellectual programming
   III.D. Provide credits enrichment for the community

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? (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.
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: |
New Goals for 2015-2016 - #1

1. Enter a unit goal:

   To recover the lost faculty FTE that has been lost to engineering and Nursing programs. Biology generates 2.5 times the amount of revenue that the total costs in salary and S & E to run the entire Biology program. In Engineering and in Nursing neither department even breaks even. In fact Engineering only generate less than 0.5 the costs to fund their programs. I am not sure what metrics are being used for reallocation of funds and positions but Biology does more than it’s share and would appreciate the replacement of positions we have lost through retirement, administrative reassignment and partial retirement.

2. Status of goal:

   [ ] Completed  [ ] Eliminated  [ ] Modified  [x] In Process  [ ] New

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

   We would be able to explore the proposal for a collaborative Ph. D. in the life sciences which would include faculty in Biology, Medical Education, Chemistry, Physics and collaboration with Faculty at Manchester School of Pharmacy.

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

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</tbody>
</table>
7. Is the unit goal a high, medium or low priority?

Depends on faculty line allocations in 2016-17

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

Enhances IPFW interactions with the local professional schools such as IU school of Medicine and Manchester School of Pharmacy and provides graduate opportunities to more people in NE Indiana as well as research collaborations with local biotech firms such as those centered in Warsaw, IN.

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

Preliminary meetings with officials in all programs listed above took place this past January and February and a framework for an agreement has been started.

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

Adopt course offerings from the Med Ed, Pharmacy, Chemistry and Physics departments and reach out to engineering for possible Bioengineering opportunities as well.

<table>
<thead>
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<td>Do the unit goals align with the University’s goals?</td>
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</tr>
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<td>The goal is clearly aligned with the University’s goals.</td>
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</table>

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

When we get faculty positions and resources in the form of S & E we will counter with the enhanced enrollments in graduate offerings through all departments and programs involved.
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?

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?

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  2.5

   Benefited  yes
S & W — Recurring  yes  $$: $65,000
Non Recurring  yes  $$: $40,000

S & E — Recurring  no  $$: Click here to enter amount.
Non Recurring  yes  $$: $30,000

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

Other: Describe:  Half time instructor or TA

Other — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  yes  $$: $14 – 20,000

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

Click here to enter text.

<table>
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<tr>
<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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</table>

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?

Approval by Central Administration and hope they don’t give it to Engineering
### 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?

One year


### 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:
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.

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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<th>Area III Goals</th>
<th>Area IV Goals</th>
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<td>Choose an item.</td>
</tr>
<tr>
<td>2nd Plan 2020 Goal</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>3rd Plan 2020 Goal</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?

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?** (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.

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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?

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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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<tr>
<td><strong>Are time frames included for each performance measure (metric)?</strong></td>
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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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<th>2nd Plan 2020 Goal</th>
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<th>3rd Plan 2020 Goal</th>
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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?** (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.

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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.

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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?

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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.

| 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:**
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.

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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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<tr>
<td>Area IV Goals</td>
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<td>Choose an item.</td>
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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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**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?

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:  

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**

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

<table>
<thead>
<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>
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</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.

<table>
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<tbody>
<tr>
<td><strong>Are clearly stated performance measures provided for each goal?</strong></td>
</tr>
</tbody>
</table>

(Performance measures are considered 'clearly stated' if a benchmark and quantitative measurement is included).

**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.

| 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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<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>

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