University Strategic Alignment Process Report
Indiana University – Purdue University Fort Wayne

Philosophy
Part I

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

*Mission* (i.e., what we do)
We, the faculty and staff of the Department of Philosophy at IPFW, put students first and provide them with the benefits of a liberal arts education, communicated in a unique spirit of contextualism and transdisciplinarity which permeates all our programs in philosophy and religious studies and teaches them the transferable skills they need to be successful. We serve our community on and off-campus and maintain the high research expectations of our two flagship campuses, Indiana University and Purdue University.

*Values* (i.e., what inspires us)
We value the goals of a liberal arts education and the well-rounded citizens it molds, excellence in teaching and principles of access and opportunity for everyone, enhancement of the cultural and intellectual life of the region by our public engagement, service to our profession, and the pursuit of knowledge.

*Vision* (i.e., what we aspire to be)
We want people in our region and beyond to choose our programs for their excellence and to appreciate our service; and we want peers across the nation and the world to be aware of our scholarly accomplishments.

| 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.

The Department of Philosophy (and Religious Studies) wishes to share some highlights along the four main strategic goals of IPFW.
2.1. Foster Student Success

A. Delivery: Quantity

Drawing upon the engaged, reflective, and flexible pedagogical ethos of its faculty, the Department of Philosophy (and Religious Studies) makes consistent efforts to develop and refine its engagement with processes contributing to the effectuation of curricular goals, especially in the areas of accessibility, of intercultural competence, and the benefits of a strong liberal arts education. The numbers reproduced below demonstrate and highlight the crucial contribution our programs have made and will continue to make to the liberal arts and humanities education of all IPFW students.

A.1 Totals. In the FY 2015 the department taught the following numbers of students (credit hour generation in parentheses): 2310 (7062).

A.2 GenEd. For the FY 2015 the percentage of GenEd classes was: 94%.

More specifically, the department offers, on average, each academic year 13 different GenEd courses (PHIL: 9 – REL: 4) and 6 more that serve non-majors (e.g., Western/Non-Western) and do not overlap with GenEd (PHIL: 2 – REL: 4).

A.3 Honors Program. Each academic year the department offers, beyond individual H-options, dedicated honors courses. In the FY 2015 we offered: 3.

A.4 DCS. The department makes education more accessible by offering many "lettered" sections (e.g., -I, -D, -M, etc.), including weekend college and school-based classes. In the FY 2015 we offered of such classes: 63.

A.5 Students first. The department supports student success by teaching tailored, need-based independent studies. In the FY 2015 we taught: 6.

A.6 Courses development. The department maintains the currency and topicality of its curricular offerings by continuous course development as per normal procedure, by embracing a practice of reflective teaching, and further by (i) creating entirely new course content, esp. for VT courses; (ii) developing new courses; and (iii) seeking various approvals (GenEd, COAS Western/Non-Western, etc). The respective numbers for the FY 2015 were: 7 – 1 – 0.

B. Delivery: Quality

Benefitted by its wide-ranging interdisciplinary reach, the Department of Philosophy (and Religious Studies) has made a concerted effort to expand and integrate its curricula synergistically with other areas across both the College of Arts and Sciences and the university at large as well as to innovate and revise its pedagogy.

B.1 Tokens of teaching excellence (e.g., honors, awards, grants). One course review by CELT (Decker).

Scores on the three questions that best measure student satisfaction, averaged over all classes in the FY 2015, were:

Overall, this was an excellent course: 3.92;
Overall, the instructor was an excellent teacher: 4.07;
The instructor presented the material clearly: 4.05.

B.2 Support of other programs. The department offers 4 courses mandatory for the following 9 programs:

- PHIL-11000 “Intro to Philosophy” or PHIL-11100 “Ethics:” Human Services (B.S.)
- PHIL-11100 “Ethics:” Business (B.S.B.), Business Economics and Public Policy (B.S.B.), Hospitality Management (B.S.), Management and Administration (B.S.B.), Marketing (B.S.B.);
- PHIL-31200 “Medical Ethics:” Dental Hygiene (B.S.)

Furthermore, the department is happy to engage with and support non-recurring activities; in the FY 2015 there were two (2) such instances: “Medieval Encounters” (MEST M201-01), team-taught across programs (Ohlander); PHIL-S80/LBST D501 “Philosophy and Pop-Culture,” cross-listed with Liberal Studies (Elsby).

B.3 Internationalization. The department contributes to IPFW’s efforts towards more internationalization and globalization by, among others, its 12 course offerings in Western (PHIL: 4 – REL: 3) and Non-Western traditions (REL: 5).

C. Delivery, Assessment
Taking seriously the role which high-impact instructional practices, assessment protocols, and advising mechanisms play in overall student success, the Department of Philosophy (and Religious Studies) has developed and implemented several processes which look to establish an effective template for further development in this area.

C.1 Assessment. In the FY 2015 we streamlined our GenE assessment.

C.2 Advising. Late in the FY 2015 we started what we came to call “pro-active advising” (e.g., mailing letters to college admits, followed by e-mail and phone calls if appropriate; sending out e-mails to majors to encourage meetings with advisors, followed by e-mails, letters, or phone class as necessary; sending out e-mails to students in all our programs with targeted marketing of our classes; bi-annual looking at myBlueprint data sets for all majors). We made putting these activities on a more systematic basis a new USAP goal (see below, New Goal No 1).

D. Campus Life
Recognizing that a proper liberal arts education must include educational and related experiences taking place outside the formal classroom, the Department of Philosophy (and Religious Studies) has actively engaged in supporting the initiatives of students to broaden their engagement with philosophy in other venues.

D.1 We fostered social and more informal but no less important interactions among faculty and students by semi-regular “beginning-” and “end-of-the-academic-year” parties, formal and informal meetings with the Philosophy Student Club, as well as common undertakings (say, conference travel or an informal jour fixe at Old Crown).

2.2. Promote the Creation, Integration, and Application of Knowledge

A. Creative Endeavors
Comprised of a core of research active faculty who are well-known as productive scholars in their respective fields of specialization, the Department of Philosophy (and Religious Studies) has not only witnessed the sustained production of a stream of publications but also the consistent participation of its faculty in conferences and other standard professional exchanges, both nationally and internationally.

Note. The following publication data are mostly from OPUS and are hence for the calendar year 2015, not necessarily the FY 2015.

A.1 Books. –

A.3 Miscellaneous. A total of 32: 9 encyclopedia entries (Buldt) – 3 reviews (Schwab) – 3 art works (Strayer) – 17 op-eds (Schwab).

A.4 Professional presentations (plus poster). A total of 13: Buldt (7), Dixie (2), Schwab (3+1).

B. Professional Cooperation and Service
As professional academicians committed to the broader goals of scholarly discourse in the humanities, the research active faculty of the Department of Philosophy (and Religious Studies) maintain ongoing collaborations with colleagues, both nationally and internationally, on a variety of projects of significance in their particular fields of specialization.

B.1 Editorial responsibilities. Faculty serve as (co-/subject-) editor for (i) journals and (ii) scholarly edition of texts. The respective numbers for the FY 2015 are: 3 (Dixie, Elsby, Ohlander) and 4 (Buldt (3), Dixie).

B.2 Professional Service. Faculty commit to professional service as a matter of course. In the FY 2015 faculty acted as (i) referees for journals, publishers, or conferences (Buldt, Elsby, Ohlander, Schwab), grant-giving institutions (Ohlander), MA or PhD theses (Ohlander), P&T cases (Buldt, Ohlander); (ii) served in executive function (Schwab (2)); (iii) served as panel member and/or session or program chair at regional, national, or international meeting, or (co-)organized conferences (Elsby).

C. Student Research and Engagement
Catering to the university-wide needs for a strong liberal arts education does not take away from our efforts to share research experience with our students and instill in them, by active participation, an appreciation of and a desire to join such efforts.

C.1 Student research. In the FY 2015 student/capstone research was conducted by: Levi Hoffmann, Aaron Thieme (Elsby), Tyler Cameron (Buldt/Schwab); student-assisted research was conducted by Buldt (Zach Orchard, Kevin Smith), Elsby (Aaron Thieme, Grace Bender).

D. Professional Community Service
As recognized experts in their fields of specialization, the faculty of the Department of Philosophy (and Religious Studies), especially those whose work focuses on applied rather than primary research, routinely share their expertise with a variety of community partners but also bring their education to many community service roles beyond their narrow specialization.

D.1 Information resource. Responding to requests for information (Ohlander, Schwab).

D.2 Committee service and partnerships. Educator, Rescue Mission, Fort Wayne, and Jersey/Penn State District of the Wesleyan Church (Decker); Member, Technical Assistance Group, Allen County Department of Public Health (Schwab); Member, Visiting Nurse Ethics Committee (Schwab); Board Intern, Cancer Service of Northeast Indiana (Schwab); Chair, Allen County Ethics Commission (Schwab); Chair, Northeast Indiana Coalition for Advance Care Planning (Schwab); Member, Ethics Committee, Lutheran Hospital (Schwab); Member, Lutheran Health Network Institutional Review Board (Schwab); Member, Indiana Patient Preferences Coalition (Schwab)

2.3. Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness

Alongside its consistent championing of the value of free and open discourse, the interdisciplinary as well as multicultural and international foci of the work and expertise of the faculty of the Department of Philosophy (and Religious Studies) has placed them in "high demand" as both participants in, and supporters of, a variety of intellectual and cultural endeavors resonant with the needs of the northeastern Indiana region.

1. Teaching mission. Serving as an intellectual and cultural hub is part of our teaching mission.
2. **Intellectual contributions.** Regular op-eds in local newspaper and NPR (Schwab); see also D.1 and D.2 above.

3. **Bringing our education to bear (selection only).** Immigrant relief, Saint Augustine Lutheran Church, Fort Wayne (Decker); Member, Fort Wayne Urban League Board of Directors, Board Development Committee (Dixie); Member, African/African-American Historical Society Board of Directors (Dixie); Member, The Knight Foundation Community Advisory Board (Dixie); Campaign Advisor, Sharon Tucker, 1st District County Councilwoman (Dixie); Member, United Negro College Fund, Fort Wayne Advisory Council (Dixie); Member, Black Male Initiative (Dixie); Convener, Roundtable of Urban Farming and Food Deserts (Dixie).

2.4 **Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization**

Due to the nimbleness naturally resulting from being ensconced for many years in the type of situation faced by many humanities departments in contemporary North American academe, as a demonstrable example of an academic unit who does “much” with “less” the Department of Philosophy (and Religious Studies) has extensive experience with creatively finding effective solutions to a myriad of matters related to both effectively serving the institution at all levels as well as continually refining efficacies in operations.

1. **Support.** Faculty serve in many varied roles in school and university-wide committees. *(i)* IRB liaison (Schwab); Calendar (Ohlander); Purdue systemwide online (Buldt); USAP (Schwab); Faculty Senate (Dixie, Schwab); *(ii)* college-level: Dean Search (Ohlander); Faculty Affairs (Ohlander); Faculty Council (Buldt, Dixie).

2. **Efficiency.** The department continues to strive hard for increased efficiency by optimizing class schedules.

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<td><strong>To what extent did the unit provide evidence that accomplishments align with the mission of the University?</strong> (Only include accomplishments that are not included with goals)</td>
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**TASK FORCE COMMENTS AND/OR QUESTIONS:**
3. What program-specific accreditations or federal & state laws impact what you do?

Programs in philosophy or religious studies do not undergo accreditation. However, the American Philosophical Association (APA), which represents academic philosophy in the US (and beyond, actually), issued a “Statement of the Major” (1992, rev. 2006). According to this official memorandum, the major in philosophy should include, among others, courses in (v) Modern Philosophy. We have tenured and published faculty who can lend credibility to all core areas except for (v), which was Dr. Squadrito’s area. Thus, without replacing her expertise we have a serious programmatic credibility issue.

Likewise, while the American Academy of Religion (AAR) has not issued official recommendations, their website allows one to search for programs in religious studies across the nation. Spot checks confirm the expectation one would have: all programs cover, to various degrees, Asian religious traditions (Buddhism, Hinduism, Daoism and Confucianism, etc.). In other words, since we lost but never replaced Dr Spath we have another credibility issue.

| 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:**

| 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. 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.)

The Department of Philosophy (and Religious Studies) is unique on this campus insofar as three full-time faculty members were hired to teach either exclusively (Dixie, Ohlander) or primarily (Decker) classes for a minor, namely, the minor in Religious Studies. But religious studies is an independent program, entirely different from philosophy, and the only country where those are regularly combined into one department are the US (probably for no other reason than this is how ACS and NCES code degrees in their national surveys). This means that the work, time, and energy of one third of all full-time faculty in the department...
do not contribute towards one of two outcome metrics, viz., number of majors, while they count towards the resource side, viz., number of faculty. As an easy fix we therefore suggest that in order to arrive at a less skewed and more realistic view of this highly unique situation, the number of students in the minor should be added to the number of majors.

Furthermore, we wish to remind our colleagues serving on the USAP task force of the fact—which, at this point in time, has been mentioned and repeated ad nauseam—of how the language, the data, and the reporting structure of USAP favors vocational programs but disadvantages humanities programs—and smaller ones such as philosophy or religious studies in particular—and this despite the undeniable fact that about 95% of our efforts directly contribute to the education of all IPFW students and esp. those in vocational programs. If this should be permitted to go unchecked, then it may very well result in the destruction of IPFW as the public comprehensive university we know, much to the disadvantage of those in our service area who need unmitigated educational opportunity.

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?
   No
   Comments: Students receive an e-mail twice a year encouraging them to meet with an advisor; the department does not penalize students for not honoring such requests.

7. Does your department have formal advising policies that are to be followed?
   As of now, the answer is “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.

   For disciplines in the humanities, which prepare students for a multitude of different career options and not train them for a single vocation, this is a loaded question; it therefore has be be rescinded or appropriately changed.
To answer a different but related question, namely, “what % of our graduates from the last academic year are employed or enrolled in another educational program?,” the answer is 100%.

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

The Department collects employment data primarily from its own alumni relations but also participates in IPFW’s First Destination 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.

See our first answer to, resp. comment on, No 9 above.

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.

The department wishes not to engage in a discussion that seems rigged from the beginning (see our second comment under No 4 above).

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

The Department was delighted to learn that we were the only unit on campus whose report received the additional comment “Exemplary report.”

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

Belphegor (responsible for what I turned into while writing), Jesus (responsible for the patience required), Socrates (responsible for the occasional pearls of wisdom), Bernd Buldt (responsible for the ugly rest).
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 IA.1 or IA.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:

Produce and articulate department level learning outcomes (LOs) for courses offered and develop a plan to integrate the assessment of these LOs with other assessments (e.g., Gen Ed assessment and Baccalaureate Framework).

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?

N/A

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: N/A

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>
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<tbody>
<tr>
<td></td>
<td>I.A.1</td>
<td>Choose an item.</td>
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<tr>
<td>2nd Plan 2020 Goal</td>
<td>I.A.2</td>
<td>Choose an item.</td>
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<tr>
<td>3rd Plan 2020 Goal</td>
<td>I.M.3</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</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?

Coherent, efficient, and up-to-date assessment is important to the department insofar as we need to have clear and effective metrics in place that integrate the various teaching missions we have and help us to determine whether we accomplish our teaching goals or not, and if so, why or why not. Streamlining these processes is crucial to get faculty buy-in.
Coherent, efficient, and up-to-date assessment is important to the university both for its accreditation and for documenting accountability to outside stakeholders in general.

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

We have completed the first actions we listed last year, namely:
• Explore department level LOs in similar departments at different institutions;
and have started to work on the second action item:
• Produce consensus view on appropriate department level LOs (through additional meetings of the committee of the whole).
We met with the new director of advising, Kent Johnson, early on in 2015, but at that time the new recommendations were not yet finalized, making it unwise to work on the third action item, namely,
• Develop a plan for assessing these Los.
The fall term was booked solid, so we put it on the agenda for the spring 2016 (right after revising P&T and USAP).

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

Finalize our new integrated assessment plan this spring.

| 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. |

TASK FORCE COMMENTS AND/OR QUESTIONS:

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

• The existence of consensus LOs for the department.
• The articulation of a plan of assessment for these LO.
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?

N/A

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?

Gaps in faculty expertise will likely produce gaps in the articulated LOs; while we will be able to finish the task, it might be subpar in certain areas.

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

Yes
S & W — Recurring  Yes  $$: 58000
Non Recurring  Select Yes/No  $$: 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?

Resources would be used to hire a new faculty member who has the required expertise.

| 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?

N/A
**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?

Less than 1 year

Dates: By the end of spring 2016.

**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 2

1. Enter a unit goal:
   
   Restore, normalize, and enhance the offering of courses in Asian religious traditions within the context of the department's religious studies program.

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?
   
   N/A

   **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:  N/A

   **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?

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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.

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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?

The Department offers a minor in religious studies which is not only hugely popular among our students but also perfectly aligned with IPFW’s mission to promote diversity and to globalize the education of its students. Without an expert in Asian religious traditions, however, our ability to actually deliver at both the program and the campus level is severely hamstrung.
9. If continuing your goal, what progress have you made or which action steps have been completed?

The Department has submitted—repeatedly—memoranda to various stakeholders (Dean, DCS, VCAA). Nothing came from it.

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

• Continue our work on securing the return of the faculty line previously employed to address the substance of this goal.
• Once the necessary faculty line has been secured and filled, continue to market, integrate, and expand course offerings in the subject area.

| 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?

• The hiring of a qualified faculty member at appropriate rank.
• The offering of REL 23000, “Religions of the East,” with census seats-to-registrants enrollments of 95% with 30% of students enrolled from outside of COAS.
• The offering of either or both REL 30600, “Hinduism” and REL 30700 “Buddhism” with census seats-to-registrants enrollments of 85% with 20% of students enrolled from outside of COAS.
• The offering of at least two related courses in the new faculty member’s area of specialization (via REL 29300 or one of the existing REL 3xxxx topics courses) with census seats-to-registrants enrollments of 75% with 10% of students from outside of COAS.
• The integration of the relevant 300-level courses into the IPFW General Education Program.
RUBRIC

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<tr>
<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>
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<td>Some of the stated performance measures are clearly stated.</td>
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<td>All performance goals are clearly stated.</td>
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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?

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?

N/A

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?

Nothing.

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  Select Yes/No  $$: 54000
Non Recurring  Select Yes/No  $$: 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?

Resources would be used to hire a new faculty member who has the required expertise. See also USAP Goal 4.17 below.

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?

Wider sentiment outside of the College of Arts and Sciences regarding the value, meaning, place, and role of the humanities in relation to certain conceptualizations of the overarching mission of the institution
described in the new strategic plan might affect the department’s progress toward accomplishing this goal.

### 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: We will fight for this line, taken away from us and without explanation, until we succeed.

### 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:

   Support, recognize, and reward research.

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?

   N/A

   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:  N/A

   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>III.A - Collaborations and research</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?

Research, Scholarship, and Creative Endeavor is what identifies us as faculty, what informs our teaching—we are teaching-scholars!—and what sets us apart from our competitors in the area.
There is just one way to take full advantage of our new designation as MMSU and that is striving to become a research university (say, like Cleveland State U did: 50 years old like us, almost identical in its urban setting, but already Carnegie-classified as “Doctoral/Higher Research”).

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

In the FY 2015 the Department actively supported research in a number of ways: (i) we negotiated a very generous start-up packet for our new TT-line (Dr. Elsby); (ii) we supported an academic conference on our campus last spring; (iii) we funded more than 10 conference travels for faculty members to present and communicate their research (domestic and international); (iv) we supported research by book purchases for faculty; (v) we made sure the Chancellor’s and our Dean’s area were made aware of our accomplishments in research, which, consequently, were highlighted several times.

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

• Support the work of research active faculty through appropriate and sustained access to professional development funds and flexibility in teaching loads.
• Recognize faculty achievement in research through departmental merit policies, appraisals in annual reviews, and reporting to appropriate channels.
• Reward the work of research active faculty through a rotating course release.
• At least once per academic year, the department will support the organizing and hosting of at least one workshop, symposium, or conference in which matters of concern to the broader fields of scholarly inquiry in which its faculty are experts and active participants are examined in a productive manner.

Note that the last action item means we fold our former USAP Goal No 5 into current Goal no 3.

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<td>Do the unit goals align with the University’s goals?</td>
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11. With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

• The sustained production of scholarly products which meet the specific quantitative and qualitative expectations for research active faculty defined in the department’s governance documents by 100% of classified faculty.
• The granting of tangible recognition of achievements in this area to 100% of classified faculty deserving of such recognition.
• Scholarly participation in high impact team projects with colleagues at other universities or with community partners by at least 25% of classified faculty.
• The organizing and hosting of at least one such event (i.e., workshop, symposium, or conference) each academic year.
• The active involvement of students in the organizing and hosting of each such event.

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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?

   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?

   N/A

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

   We use DCS incentive money to support research.

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

   Within limits, we can support some 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.
CUL - # of positions needed  Click here to enter text.
Benefited  Select Yes/No

S & W — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Yes  $$: 5.000

S & E — Recurring  Select Yes/No  $$: Click here to enter amount.
Non Recurring  Yes  $$: 2.500

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

Other: Describe:  0.125 research release, awarded based on merit

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

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

The metric:
• Granting of tangible recognition of achievements in this area to 100% of classified faculty … requires a fund for merit pay. The requested S&E money would be used according to our merit polices.

The action item:
• … [O]rganizing and hosting of at least one workshop, symposium, or conference … would benefit from additional funding for raising its (international) profile; this is what we request S&E money for.

The action item:
• Reward the work of research active faculty through a rotating course release. requires a change in workload policies. Once granted, we would revise our merit policies accordingly.
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?

Tangible recognition of achievements in this area has been made largely impossible in the last number of years due to blanket administrative policies at the campus level. As such, alternative arrangements rewarding faculty achievement in this area, past and future, such a rotating course release would need to be approved by the dean of COAS and perhaps by the VCAA. Also, wider sentiment outside of the College of Arts and Sciences regarding the value, meaning, place, and role of research at IPFW in relation to certain conceptualizations of the overarching mission of the institution described in the new strategic plan might affect the department's progress toward accomplishing this goal.

19. What is your timeline for accomplishing this goal?

5+ years

Dates: N/A - ongoing goal due to its fundamental importance
| 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:

   Globalize and diversify the curriculum.

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?

   N/A

   **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:  N/A

   **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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<td>3rd Plan 2020 Goal</td>
<td>I.E.2</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?

Educating our students is the number reason for us being here; whatever we can do to improve in this area is a priority.
9. If continuing your goal, what progress have you made or which action steps have been completed?

Except for minor curricular changes and adjustments (e.g., highlighting accomplishments of women in the field of logic and computer science in PHIL-150 “Principles of Logic”), and having brought two outside guest speakers into the classroom, we have added (i) a new introduction to philosophy, “Dr Who and Philosophy” (now PHIL-11109) and (ii) a new introduction to ethics, “Contemporary Moral Problems” (now PHIL-11101) first taught as experimental courses that were later given their own course number. We introduced new upper-division classes such as (iii) “Philosophy and Pop-Culture” and (iv) “20th Century Female Philosophers” and completely re-designed existing ones, such as (v) PHIL-465 “Philosophy of Language” to meet the goals of increased globalization and diversification. The next course we will add for Fall 2016 will be an introduction to (vi) “World Philosophy.”

Outside the USAP reporting process, we will continue along the lines of nos 10 and 11 below.

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

- Revise syllabi to increase globalization and diversifications of curricular offerings; add new courses where revision is not deemed sufficient.
- Bring guest speakers into the classroom both from inside and outside the department, including from off-campus or other institutions.

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<th>The goal is somewhat aligned with the University’s goals.</th>
<th>The goal is clearly aligned with the University’s goals.</th>
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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?

- Syllabi: Set target range at 1–2 syllabi per year; assess whether target was achieved. (Note: individual instructor syllabi, not all syllabi for all sections of a given course).
- Speaker: Set target range at 1–2 outside speaker per year; assess whether target was achieved.
- Begin a six year targeted assessment of perceived benefits and enrollment comparison to determine whether students pick up on it.
- Monitor enrollment in the major and minors.
### 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?

   N/A

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?

   Within the limitations imposed by a missing TT-line, we can still somewhat successfully enrich the philosophy curriculum.

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  Select Yes/No  $$: $54000
Non Recurring  Select Yes/No  $$: 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 faculty line would be used to implement this goal for the curriculum in religious studies (see also USAP Goal No 2 above).

**RUBRIC**

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<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?

* Existing faculty workload and demotivation due to lack of merit.
19. What is your timeline for accomplishing this goal?

3-5 years

Dates: This will be an ongoing goal without a fixed end date, but we hope to be in good shape by 2018–19.
Goal 5

1. Enter a unit goal:

Organize and host at least one workshop, symposium, or conference each academic year related to the scholarly expertise of the department's faculty.

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?

The Department supported the conference “Aristotelian Solutions to Contemporary Philosophical Problems,” organized by Dr Elsby and held at IPFW, April 25-26, 2015. Majors in the program were involved in organizing and running the conference, so they benefited in terms of transferable skills (i.e., organization) but also from its contents (i.e., education) and from interacting with diverse scholars from the US, Canada, England, and Germany (globalization and diversity). Dr Elsby benefited from the event by growing her professional network and by receiving an unsolicited invitation from a major academic press (Brill, Belgium) not only to publish proceedings but also by the offer to consider a proposal for a series of thematically connected conference proceedings. The Department and IPFW will benefit long-term from a conference that was well-advertised, smoothly run, and therefore well-received by its participants which will “put us on the map.” Thus, the event was quite impactful in multiple ways.

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: In order to have at most five USAP goals, we retired this goal as an independent goal but maintain its gist under current USAP Goal No 3 (see Goal 3.10 above).

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.

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. |

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 6

1. Enter a unit goal:

   Increase the amount of student teamwork and student group projects in courses sponsored by the department.

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?

   n/a  (We introduced more teamwork and group projects to a number of syllabi/classes already, though.)

   **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:  In order to have at most five USAP goals, we retired this one as a USAP goal but will continue to work on it due to the value we see in it.

   **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?

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.
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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<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 - #1

1. Enter a unit goal:
   
   Develop and implement a system of sound practices for pro-active advising.

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?
   
   N/A

   **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: N/A

   **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>I.M.2</td>
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<tr>
<td>3rd Plan 2020 Goal</td>
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<td>IV.A.1</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?

We are committed (i) to growing our program and (ii) to help students to graduate as quickly as their life circumstances allow. Both goals contribute in a substantive way to the academic success of the Department and the sustainability of its operations which translates directly into the success and the sustainability of IPFW.
9. If continuing your goal, what progress have you made or which action steps have been completed?

N/A

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

- Develop and implement early contact strategies to reach out, follow up, and eventually secure enrollment of students admitted to our program.
- Develop and implement an advising plan that guarantees every major sees a dedicated faculty advisor in the department at least twice per academic year.
- Develop and implement an advising plan that guarantees every minor sees a dedicated faculty advisor in the department at least once per academic year.
- Develop and implement an advising plan that helps to distribute advising workload more equitably among faculty and thus secures balanced advising

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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?

- ratio of admitted students to registered students
- ratio of contacted students to advised students
- number of appointments made for advising
- transition ratios freshmen/sophomore to junior/senior
- graduation rates of seniors
- graduation time
- retention rate
- post-graduation satisfaction survey
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?

   The primary resource is a precious commodity: faculty time. Faculty time will be reallocated to advising; rewards (financial, releases) would be helpful to incentivize the reallocation and get faculty buy-in.

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

   Primarily, it's faculty time. Secondarily, and possibly only, incentive money to incentivize change.

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

N/A

| 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?

Existing faculty workload and demotivation due to lack of merit incentives (salary increase seems a tale from ages past).
**RUBRIC**

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

19. What is your timeline for accomplishing this goal?

1-2 years

Dates: While improved advising is an ongoing concern, we plan to have agreed on a plan and a strategy for pro-active advising and started with its implementation by the end of the reporting period.

**RUBRIC**

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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.

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. |

**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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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.

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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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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.

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

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

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

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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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<td>Some of the performance measures include time frames.</td>
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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.

| 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. |

**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?

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

- **Non Recurring**
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- **Other:** Describe: 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:
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   ☐ Other:  If ‘Other’, click here to explain.
   **If this goal was eliminated, skip to the next goal.**

5. Type of goal:
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