Program Summary

Task Force: Thank you for the time and effort you put forth in your report. Through the USAP process, we are working to create a culture of continuous improvement; setting specific and measurable goals is an important step in the process of moving IPFW toward this culture of improvement. Part of this effort is getting individuals and units at IPFW to think differently about planning and the future. The work of Women Studies is critical to IPFW and we greatly appreciate the time you spent on this significant endeavor. Thank you again for being part of this important initiative.

Criterion: #1: Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

Question: Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

The mission of the IPFW Women’s Studies Program encompasses teaching, research/creative endeavor, and service. Our teaching mission is to offer an interdisciplinary program of study grounded in feminist theory and practice that fosters critical thinking, communication skills, and activism (in line with the value placed on interdisciplinary learning and student success within Strategic Plan 2020). Students who complete a women’s studies major, certificate or minor will understand how attitudes toward gender, race, class, sexual orientation, religion, age, and ability influence human institutions (in line with the value placed on diversity and student success in SP 2020). Our research mission is to support discovery of knowledge and creative endeavor that reflect feminist values and the diversity of women's experiences (in line with the value placed on diversity and knowledge creation and application within SP 2020). Our service mission is to connect academic learning and scholarship with service and activism within and outside of the university and to promote knowledge about women’s lives and experiences to the public (in line with the value placed on cultural and intellectual events in SP 2020).

Criterion: #2: Accomplishments - Please list significant accomplishments from the last three years as they align with Plan 2020 goals

Question: I. Foster Student Success - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area I: Foster student success.
• $2800 in scholarship/awards given out since January 2014; working with Community Friends of Women's Studies, we raised nearly $6K from donations and a matching donor in 2013 to fund these and future awards.

• Five undergraduate students (4 WOST majors and 1 minor) presented their original research at the National Women’s Studies Association Conference in 2013

• 33 undergraduates presented their research at the Indiana University Women’s and Gender Studies Undergraduate Research Conference between 2011-2014. In addition, each year, WOST facilitates a “mock conference” at IPFW to ensure students get practice and mentorship

• WOST major Aaron Thieme won the Indiana Philosophical Association’s undergraduate essay prize for his paper, “Theorizing the Sex Wars: An Analysis and Rejoinder” (submitted by Janet Badia, faculty mentor for project)

• 8 students enrolled in WOST W302 travelled to the Sylvia Plath archive in the Lilly Library at IU-Bloomington with instructor for a day of research

• Inducted first members of Iota, Iota, Iota, the IPFW chapter of the women’s studies national honors society in 2013

• Limited Term Lecturer Elizabeth Mannir partnered with Community Harvest Food Bank of Northeast Indiana on a service-learning project for WOST W240 during three different semesters.

• Contributions to student success in Honors Program:
  ° Limited Term Lecturer Elizabeth Mannir served as mentor for Sadie King-Hoffman (WOST minor) on her honors project “The Representation of Autism in Children’s Literature” (successfully presented at the spring 2014 Honors Showcase)
  ° Sadie King-Hoffmann was awarded an Honors Program Teaching Assistantship for WOST 240: Food and Feminism (Instructor: Elizabeth Mannir). Sadie was also a teaching assistant for in a Fall 2013 section of this class.
  ° Janet Badia had approved and will teach new honors class in women’s studies spring 2015.

• At the end of academic year 2013-14, the average GPA among all WOST majors was 3.16.

• In the past three years, we've placed graduates in Americorp Vista and various graduate programs, and in the past six months two of our most recent graduates have found employment at the Center for NonViolence in Fort Wayne, while another is the Rape Crisis Coordinator at the University of Akron.

**Question:** II. Creation of Knowledge - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area II: Promote the Creation, Integration, and Application of Knowledge.
• Professor Janet Badia awarded a New Frontiers Exploratory Travel Grant for $3,000 (2013)
• Janet Badia authored two blogs for *Ms. Magazine* (one in 2013 and one in 2014), an internationally distributed feminist magazine
• Coordinated the IU Women’s and Gender Studies Undergraduate Conference, held at IPFW on April 12-13, 2012. Over 125 faculty and students from the IU system attended and about 60 students presented research and creative projects. The Conference events included two public events, including a keynote with legal scholar Deborah Brake and an opening night lecture with Amy Richards and Jennifer Baumgardner.
• Five undergraduate students (4 WOST majors and 1 minor) presented their original research at the National Women’s Studies Association Conference in 2013
• 33 undergraduates presented their research at the Indiana University Women’s and Gender Studies Undergraduate Research Conference between 2011-2014
• WOST major Aaron Thieme won the Indiana Philosophical Association’s undergraduate essay prize for his paper, “Theorizing the Sex Wars: An Analysis and Rejoinder” (submitted by Janet Badia, faculty mentor for project, 2014)

**Question:** III. Regional Hub - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area III: Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness.
Established, coordinated, and facilitated the annual WOST One Book Program (to our knowledge, the only common book program at IPFW), which featured a visit from Linda Hirshman (2011), author of Get to Work; Michelle Goldberg (2012), author of The Means of Reproduction; Joan Brumberg (2013), author of The Body Project; the Guerrilla Girls (2014), author of The Guerrilla Girls’ Bedside Companion to the History of Western Art. As part of the program, students, faculty and community members are invited to read one book, attend an evening lecture given by the author, and discuss the book together over lunch.

Coordinated and/or facilitated a series of activities for Women’s History Month 2011, including the following panel discussions and special events:

• “Looking for Josephine Baker: Race, Gender, and the Body” by Matthew Guterl (March 2)
• International Women's Day (March 3) with featured speaker Dr. Linda Malkas
• “Moving Forth: Reinventing the Revolution Without Reinventing the Wheel” by Shelby Knox (March 14)
• “The Body in Question: Irish Women Hunger Strikers” by Lachlan Whalen (March 17)
• “Body Weight and Weight Loss: A Sociological Examination, by Holly Fee (March 23)
• “Feminist Moves: A Multidisciplinary, Multimedia (Re)Presentation of the Body” by Amy Arehart, Janet Badia, Melanie Bookout, Mary Ann Cain, and George Kalamaras (March 24)
• “The Elephant in A Room of One’s Own: Virginia Woolf on Birth Control and Women’s Creativity” by Rachel Hile (March 30)
• “Two Voices: An Abortion Debate,” with Mary Hallen-FioRito and Kathryn Kolbert (April 4)—which was also a featured UC2 event

Coordinated and/or facilitated a series of activities for Women’s History Month 2012, including the following panel discussions and special events:

• “What Every Woman Knows: A Play and Discussion about Women and Power” (March 1)
• “1972-2012: Forty Years in Feminist History” (March 19)
• “Women as Leaders: Negotiating the Labyrinth” (March 20, co-sponsored with COAS)
• “Women as Leaders: A Discussion with Faculty and Students” (March 21)
• “From Student to Advocate: Nicole Meier on Her Practicum at the United Nations” (March 26)

Coordinated and/or facilitated a series of activities for Women’s History Month 2013, including the following panel discussions and special events:

• “4000 Years for Choice: Artwork to Celebrate Abortion Rights and Reproductive Justice” (lecture and art exhibit, March 4)
• “Leona’s Sister Gerri” (film screening, March 6)
• “Women’s Reproductive Rights Around the World” (faculty panel discussion, March 21)
• “Forty Years After Roe v. Wade: Reproductive Justice in the Age of Mass Incarceration” (lecture, March 28)
• “The Handmaid’s Tale: Women, Reproductive Control, and Margaret Atwood’s Dystopian Vision” (book discussion, April 1)

Coordinated and/or facilitated a series of activities for Women’s History Month 2014, including the following panel discussions and special events:

• “Girls Welcome!—an event that included open house and class visitations for local girls ages 7-17 (March 3-7)
• “Toni Morrison’s The Bluest Eye: A Book Discussion on Girlhood and Identity” (March 27)
• “Looking at Global Girlhood Through an Interdisciplinary Perspective”—a panel discussion with IPFW faculty (March 31)

Partnered with Cinema Center in Fort Wayne to host annual Women Make Movies International Film Festival (January 2013, 2014, and 2015)
IV. - Create a Stronger Univ - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area IV: Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization.

- As an interdisciplinary program, WOST utilizes the talents and expertise of faculty across different departments and colleges throughout IPFW.
- To ensure quality of instruction in such a complex academic program, WOST has in place an extensive teaching peer evaluation process that requires all those teaching for us (from LTLs to full professors) to undergo multiple peer evaluations and reflection activities.
- WOST is supported by Community Friends of Women’s Studies, a non-profit organization that fundraises and provides award and scholarship money to our students to aid with financial need and to award academic success.
- WOST works closely with several employers and organizations in Fort Wayne through our community advisory board, through outreach endeavors, and through fundraising events (see parts I, II, and III for details).

**Question:** Other Accomplishments - Please list any other significant accomplishments from the last three years that do not align with Plan 2020.

- Partnered with student organization to raise nearly $3,000 for the Center for Nonviolence in Fort Wayne through a production of Eve Ensler’s “The Vagina Monologues” in February 2014; partnering with them again for a fundraising production of the monologues in Feb. 2015

**Criterion:** #3: Accreditations - Program specific accreditation and status

**Question:** Accreditations - What program-specific accreditations and status do you have, if any?

None.

**Question:** Constraints/Benefits - How do these accreditations constrain or benefit the work of your unit, if applicable?

N/A

**Criterion:** #4: Laws and Mandates - Federal and state laws or mandates that your unit addresses

**Question:** Federal and State Laws - What federal and/or state laws or mandates do you address, if any?

None.

**Question:** Constraints/Benefits - How do these federal and state laws or mandates constrain or benefit the work of your unit?

N/A
Criterion: #5: Inefficiencies - Activities that you spend resources on inefficiently or in ways that do not support the mission.

Question: Inefficient use of resources - On what activities, if any, do you spend resources (money, time, people, etc.) inefficiently or in ways that do not support the mission of your unit or the university? List as many as apply.

WOST is frequently called on to represent women and women’s issues on campus, often beyond the immediate academic mission of our program. For example, if a new female faculty member (one not even affiliated with WOST) needs a mentor, WOST’s sole faculty member gets asked to step in and mentor that person. If a search committee needs female representation, WOST is asked to contribute. If someone needs training as an employee about gender discrimination, WOST is asked. Etc. While all of these support the mission of the university, they are unreasonable demands to place on a program with only one full-time faculty member.

Criterion: #6: IR and Budget Review - Review of your department profile and budget

Question: Contextualize IR data - Upon review of your IR Department Profile (for academic units) and FY 14-15 Budget information, are there any data you want to correct or contextualize? To view your profile or budget visit the Office of Institutional Effectiveness website: http://www.ipfw.edu/offices/ir/profiles/

Historical context is very important to keep in mind when looking at data related to the size of the program. Until 2009, IPFW invested minimal resources into the WOST Program. Our current (sole) faculty line is the first full-time tenure/tenure-track line devoted to WOST in the history of the program.

Criterion: #7: Goal One - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Task Force:
1. Comment on the specificity of the goal:

   The goal needs to be more specific (i.e., define high level)

2. Comment on the goal's measures:

   What measures will you use to define quality, rate?

3. Comment on the unit's ability to achieve the goal (include a consideration of the departmental profile and budget data):

   Achievable

4. Comment on the goal's relevance:

   The goal is relevant.

5. Comment on the timeline of the goal:

   Achievable

Possible opportunities for collaboration or suggestions for addressing a gap:

N/A

**Question:** Unit Goal - What is your unit goal?

Maintain current high level of success with undergraduate research

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

- I.B.1. Increase opportunities for engaged and experiential learning including service learning and internship programs
- I.B.5. Transform the concept of the college classroom and the delivery of education
- II.B. Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Medium

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
We will continue our current efforts of fostering opportunities for student research, assisting students with their research, finding funds for their research and travel, and mentoring them in the completion of their projects (see accomplishments).

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Rate and quality of student participation and presentation at on campus and off campus research events

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Yes.

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

n/a

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

n/a

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

n/a

**Criterion:** #8: Goal Two - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**
1. Comment on the specificity of the goal:

The goal needs to be more specific (i.e., what does improving mean)

2. Comment on the goal's measures:

Define success metrics from the outcomes of the survey (e.g., 90% of students surveys rated advising as excellent). Consider other measures that be indicators for success (e.g., time for student completion of degree)

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

Achievable

4. Comment on the goal’s relevance:

The goal is relevant.

5. Comment on the timeline of the goal:

Achievable

Possible opportunities for collaboration or suggestions for addressing a gap:

N/A

**Question:** Unit Goal - What is your unit goal?

Improve advising and mentoring opportunities

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

- I.B.4. Expand use of high impact instructional and advising interventions.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

We plan to require advising of our beginning students and increase opportunities for student-student mentoring.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
We will measure the level of student participation in advising and we will ask students to assess the student-to-student mentoring program themselves through a survey.

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Yes.

**Question:** Needed Resources - If you don't have enough resources, what additional resources do you need to accomplish this unit goal?

n/a

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Students' willingness to be good participants in advising and mentoring is crucial. We can provide incentives and even require advising, but students have to be willing to take both processes seriously and use them to their advantage.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

While we can begin this work this spring, it will take more than a couple semesters to be able to measure the impact on students' academic lives in any measurable way. Ideally, we would be able to follow a group of students over 2-4+ years through graduation to measure the impact.

**Criterion:** #9: Goal Three - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**
WS Women’s Studies

1. Comment on the specificity of the goal:
   Adequate

2. Comment on the goal’s measures:
   Adequate

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):
   Achievable

4. Comment on the goal’s relevance:
   The goal is relevant.

5. Comment on the timeline of the goal: Appropriate

Possible opportunities for collaboration or suggestions for addressing a gap:
N/A

**Question:** Unit Goal - What is your unit goal?
Revise and improve assessment plan for B.A. degree.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

- I.A.Process Goals: Improve Measurement of Student Learning

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.
medium

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

We will reexamine our current plan, revise it to improve the process, and submit it for review to the approving bodies.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Approval of a new assessment plan for the WOST B.A. degree.

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?
None.

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

N/A

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

None.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Assuming committees respond to our submitted assessment plan in a timely manner, it should be completed within a year.

**Criterion:** #10: Goal Four - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:** 1. Comment on the specificity of the goal:

The goal needs to be more specific (e.g., define quality and high level)

2. Comment on the goal's measures:

It is fine that your measures are qualitative but qualitative measures require extra specificity: how will you demonstrate that you have achieved your goal?

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

More specificity on goal's actions would make a better case for increase in S&E. Current request seems challenging in light of number of students it would impact.

4. Comment on the goal's relevance:

Relevant

5. Comment on the timeline of the goal:

Achievable

Possible opportunities for collaboration or suggestions for addressing a gap:

N/A
Question: Unit Goal - What is your unit goal?

Maintain quality and high-level of co-curricular programming

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

- III.A. Expand meaningful collaborations and research opportunities with regional, national, and global partners.
- III.B. Provide access to outstanding intellectual programming.
- III.C. Produce and sponsor outstanding cultural and artistic programming.
- III.D. Provide non-credit enrichment experiences for the community.
- III.F. Serve as an exemplar of free and open discourse.
- II.C. Promote the development of opportunities for faculty and student engagement with the community for the application and integration of knowledge.
- I.D.1. Develop activities and experiences that promote multiculturalism as a value.

Question: Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

medium

Question: Actions - What action(s) does your unit plan to take to support this unit goal?

We will continue to work through our WOST Co-Curricular Programming Committee and with our student organizations to plan, raise funds for, and facilitate a range of events.

Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

We will measure the impact of the events through their quality and their reach, using past years’ events as benchmarks.

Question: Resources - Are you able to accomplish this unit goal with your current resources?

We currently improvise for all of our programming by piecing together funds from various sources (i.e., IPSGA, student organizations, other departments and units on campus, and our own misc. revenue). It will help us plan better to have a reliable, permanent source of funding.

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?
An increase to our S&E for programming of at least $3,000.

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

We currently rely heavily on our students' goodwill to assist with fundraising and planning for these events. Should their generosity of time end, we would have to cut back on our programs.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

N/A

**Criterion:** #11: Goal Five - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**

1. Comment on the specificity of the goal:

   The goal is specific.

2. Comment on the goal’s measures:

   Hiring an additional faculty member is an action, not a metric.

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

   Based on department profile, unsure if there is a demand for the requested faculty line.

4. Comment on the goal’s relevance:

   See comments under opportunities for collaboration

5. Comment on the timeline of the goal:

   See comments under opportunities for collaboration

   Possible opportunities for collaboration or suggestions for addressing a gap:

   Does the ability to provide globalization in curriculum lay elsewhere? Researching ways to capitalize on other areas (e.g., ILCS)

**Question:** Unit Goal - What is your unit goal?

Internationalize the WOST curriculum to improve students' education and marketability in globalized economy
WS Women's Studies

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

- I.C. Process Goals: Increase interdisciplinary and graduate programs and internationalization of the curriculum.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

high

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

We will continue to seek a tenure-track position in global feminism.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Success in hiring a faculty person with internalization specialty.

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

No.

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

An additional tenure-track position for an assistant professor with specialization in transnational/global feminism.

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

None.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Since position requests are ranked and funded by the VCAA, we have no control over the timeline.

**Criterion:** #12: Goal Six - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**
WS Women's Studies

1. Comment on the specificity of the goal:
   More specificity such as providing definition of what stability and quality mean.

2. Comment on the goal's measures:
   We recommend that you set clearer measures that will signify achievement of the goal.

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):
   It is unclear whether this is a second position request or a continuation of the previous request.

4. Comment on the goal’s relevance:
   The goal is relevant.

5. Comment on the timeline of the goal:
   Achievable, however, unsure if additional resources are necessary.

Possible opportunities for collaboration or suggestions for addressing a gap:
N/A

**Question:** Unit Goal - What is your unit goal?

Improve stability of instructors and quality of instruction, especially in relation to high impact learning opportunities.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

- I.B.1. Increase opportunities for engaged and experiential learning including service learning and internship programs.
- I.B.4. Expand use of high impact instructional and advising interventions.
- I.B.5. Transform the concept of the college classroom and the delivery of education.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

high

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

We plan to increase professional development opportunities for our part-time instructors, provide incentives for them to adopt high impact teaching practices, and seek a full-time tenure-track faculty position.
**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Success in attaining tenure-track position, increase in high impact learning activities as evident in syllabi review, and continuity of part-time instructors.

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

No.

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

Funding of tenure-track position request; funds to provide incentives for LTLs to participate in professional development opportunities and revise courses with high-impact learning in mind; improved pay for LTLs to aid in retention of experienced instructors.

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

The willingness of LTLs to take on additional work with little incentive.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

2-3 years assuming forthcoming resources.

**Criterion:** #13: Goal Seven - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**
WS Women's Studies

1. Comment on the specificity of the goal:

More specificity would help build the case (e.g., what type of outreach, what group of girls, etc).

2. Comment on the goal's measures:

More specificity in metrics. In addition, requesting a faculty line is an action, not metric.

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

See collaborations

4. Comment on the goal’s relevance:

See collaborations

5. Comment on the timeline of the goal:

See collaborations

Possible opportunities for collaboration or suggestions for addressing a gap:

Organizational Leadership and Supervision has an established program for local girls “Girls Leading Others” or “GLO”. While an outreach program may be too much for one faculty member to establish, perhaps collaborating with GLO would help achieve unit’s intended goal.

**Question:** Unit Goal - What is your unit goal?

Design and begin implementation of outreach program for local girls, with the assistance of our own students.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

- I.D.1 Develop activities and experiences that promote multiculturalism as a value.
- I.D.3 Build and strengthen relationships, proactive programs and services designed to encourage enrollment of students from historically underrepresented groups.
- III.B Provide access to outstanding intellectual programming.
- III.C Produce and sponsor outstanding cultural and artistic programming.
- III.D Provide non-credit enrichment experiences for the community.
- I.B.1 Increase opportunities for engaged and experiential learning including service learning and internship programs.
- I.B.4 Expand use of high-impact instructional and advising interventions.
- I.B.5 Transform the concept of the college classroom and the delivery of education.
Question: Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

high

Question: Actions - What action(s) does your unit plan to take to support this unit goal?

The first action toward this goal is to secure an additional full-time faculty member for WOST. A project of this magnitude is too much work for a program with one full-time faculty member to take on.

Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Receiving a full-time faculty position is the first metric. Later metrics would include the development of a plan for the outreach, success in securing funds for it, and eventually its successful implementation.

Question: Resources - Are you able to accomplish this unit goal with your current resources?

No.

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

A full-time faculty position to assist with the workload of the entire program, as well as with outreach.

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

None.

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Assuming the addition of a full-time faculty member to our program, we could implement an outreach project within 2 years.

Criterion: #14: Goal Eight - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Question: Unit Goal - What is your unit goal?
IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #15: Goal Nine - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:**
Question: Actions - What action(s) does your unit plan to take to support this unit goal?

Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Question: Resources - Are you able to accomplish this unit goal with your current resources?

Question: Needed Resources - If you don't have enough resources, what additional resources do you need to accomplish this unit goal?

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Criterion: #16: Goal Ten - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Question: Unit Goal - What is your unit goal?

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

Question: Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Question: Actions - What action(s) does your unit plan to take to support this unit goal?
Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Question: Resources - Are you able to accomplish this unit goal with your current resources?

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?