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 the International Studies Department 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 interdisciplinary International Studies certificate program is to develop a greater understanding of the histories and cultures of other nations and the various means used to promote and maintain normal relations among them. Students who earn the INTL certificate will demonstrate an ability to think critically about major international issues. INTL thus self-evidently supports IPFW’s goal “to increase interdisciplinary programs and internationalize the curriculum.”

Because of the intensely interdisciplinary nature of the INTL certificate, students not only are exposed to diverse international cultures but they also study these cultures from a variety of academic approaches, including those of political science, literature, economics, communication, and sociology. Additionally, because INTL works closely with International Language and Culture Studies (ILCS) as well as the Office of International Education (OIE), we are actively committed to the “intellectual, social, economic, and cultural advancement of our students and region” by encouraging active engagement of both students and INTL faculty by lived experience garnered outside the United States through Study Abroad and research conducted overseas.

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.

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

• I.A.1: Totally reworked INTL protocols for program and Gen Ed assessment, bringing them in line with COAS “Best Practices” model. Assessment artifacts are anonymous, read by at least 2 INTL-affiliated faculty (with a third reader if adjudication is needed), and representative sample sizes are ensured by a new system of electronic artifact gathering.

• I.A.2: Have already begun using 2013-14 assessment data to inform current INTL Program Review. Actions will include reworking assignments to better reflect INTL program and Gen Ed
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goals, as well as improving assessment data gathering, especially from 300- and 400-level INTL cross-listed classes.


• I.B.1: Working to increase cooperation with ILCS and OIE to promote study abroad opportunities. Also developing additional ways to give students INTL credit for work undertaken overseas.
• I.B.2: Working with POLS professor to develop an INTL Honors course focused on political incarceration worldwide
• I.B.3: INTL I200 is gateway course to the INTL certificate. Class reworked beginning 2012 to create greater diversity among represented disciplines in the certificate in general and in gateway course (Introduction to International Studies)
• I.B.4: Work closely with INTL students to enroll and advise. Have developed a system to keep track of course substitutions for INTL certificate. Because all INTL students must take INTL I200, INTL director has working relationships with all INTL certificate advisees both in the classroom as well as an advisor.
• I.B.5: Working to increase cooperation with ILCS and OIE to promote study abroad opportunities. Also developing additional ways to give students INTL credit for work undertaken overseas. INTL I200 requires students to attend and hand in a written analysis of two on- and off-campus international activities (such as UC2 panels with an international focus) as a graded component of the course.

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

• I.C.1: INTL is by definition an interdisciplinary program, with core faculty from diverse disciplines such as POLS, COM, ILCS, SOC, HIST, WOST and ECON. Further outreach to departments constantly being made, for example, faculty recruitment for the teaching of INTL I200 (Intro to International Studies).
• I.C.2: Working with OIE to capitalize on new ISEP study abroad program. INTL director cultivating contacts at Irish universities to promote study at the University of Ulster and Queen’s University, Belfast.
• I.C.3: Increasing number of Business/Marketing students enrolling in the INTL certificate. Students recognize the impact of globalization & that even local employment will have international dimensions.
• I.C.5: INTL is by definition a certificate with an “international curricula.” Efforts have been made to develop tracks in the INTL certificate emphasizing Japanese and Arabic studies.
• I.C.6: Working with OIE to promote Study Abroad through granting of INTL credit for students’ work overseas, as well as through the promotion of ISEP. Students in INTL I200 given opportunities to attend Study Abroad information sessions as a course-required International Activity. Brief presentations promoting study abroad in general as well as for the Strasbourg Summer Human Rights Institute given regularly in INTL I200.

I.D. Process Goal: Increase the diversity of the IPFW community.

• I.D.1: INTL is by definition a program with an international curriculum. Furthermore, INTL requires 3 credits of non-Western international coursework, promoting not just an international, but a diverse study of global political, economic, social, and cultural systems. INTL also co-sponsors an annual international film festival at Cinema Center. The films shown are from Women Make Movies, in their own words, “a multicultural, multiracial, non-profit media arts organization which
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facilitates the production, promotion, distribution and exhibition of independent films and videotapes by and about women. The organization provides services to both users and makers of film and video programs, with a special emphasis on supporting work by women of color."

• I.D.2: As stated above, INTL requires 3 credits of non-Western international coursework, promoting not just an international, but a diverse study of global political, economic, social, and cultural systems. In addition, INTL strongly encourages study of issues such as gender in its international dimensions with cross-listed classes such as WOST W301: International Perspectives on Women. With the assistance of ILCS faculty INTL also is developing foci in Japanese as well as Arabic Studies for the certificate program.

• I.D.4: INTL is committed to recruiting diverse international faculty, in terms of national, racial, and ethnic background, gender, and focus of research/academic discipline. Instructors in INTL I200 in particular evince our success in achieving this goal, with instructors from Korea, Germany, and Iran participating.

I.E. Process Goal: Develop signature programs

• I.E.1: INTL certificate allows students to have a clearly identifiable international component on their resume, no matter what their major. This is of great value in northeastern Indiana, where IPFW is the largest institution offering such an opportunity. INTL in general and INTL I200 in particular is based on faculty teaching their particular area of expertise: faculty in I200 get the opportunity to teach their research in a manner that is often difficult to fit into regular class rotations in faculty home departments due to the demands of teaching more general / Gen Ed classes.

• I.E.2: Today’s truly globalized society means that even students who remain in Fort Wayne after graduation will be encountering the world in their lives and their places of work. The INTL certificate offers students not only a very marketable line on their resume which will set them apart in high-demand fields, but also a truly diverse and international perspective on their world whether they end up living in India or Indiana. We’re not producing narrowly vocationally-trained cogs at IPFW to fit into some regional economic machine, but rather, educated human beings who have studied the wide world around them and who can bring that study to bear on whatever occupation they undertake.

• I.E.4: Today’s truly globalized society means that even students who remain in Fort Wayne after graduation will be encountering the world in their lives and their places of work. The INTL certificate offers students not only a very marketable line on their resume which will set them apart in high-demand fields, but also a truly diverse and international perspective on their world whether they end up living in India or Indiana. We’re not producing narrowly vocationally-trained cogs at IPFW to fit into some regional economic machine, but rather, educated human beings who have studied the wide world around them and who can bring that study to bear on whatever occupation they undertake.

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.
II.B: Encourage participation in faculty-led study abroad programs for INTL credit
II.C: INTL co-sponsors an annual international film festival at Cinema Center, drawing both student and community audience and interaction with the associated discussion groups after the film showings. INTL I200 requires students to attend and hand in a written analysis of two on- or off-campus international activities (such as UC2 panels with an international focus) as a graded component of the course.

**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.

- III.A: Working with OIE to capitalize on new ISEP study abroad program. INTL director cultivating contacts at Irish universities to promote study at the University of Ulster and Queen’s University, Belfast.
- III.B: INTL director participated in events like the UC2 discussion of Internationalized Education and the importance of a Liberal Arts centered education, as well as First Wednesdays talks on research.
- III.C: INTL co-sponsors an annual international film festival at Cinema Center, drawing both student and community audience and interaction with the associated discussion groups after the film showings.
- III.D: Work with OIE to encourage community non-credit participation in faculty-led short-term study abroad.
- III.F: INTL co-sponsors events like the international film festival discussion groups (often about controversial subjects). In addition, 4 faculty-led panel discussions are an integral part of INTL I200.

**Question:** 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.

- IV.A.1: In development as part of current INTL Program Review. Study questions include: Are current INTL program objectives current to the standards in the field at peer institutions (focusing only on certificate programs in the cases where majors/minors are offered)? Is the present INTL mission statement current to the standards in the field at peer institutions (focusing only on certificate programs in the cases where majors/minors are offered)? Are INTL program objectives being met, and in what ways might assessment of program objectives be improved? Is the current INTL curriculum / course distribution current to the standards in the field at peer institutions (focusing only on certificate programs in the cases where majors/minors are offered)? To what extent should current INTL course distributions (and courses therein) be revised?
- IV.B.4: In development as part of current INTL Program Review. Study questions include: is the current INTL curriculum / course distribution current to the standards in the field at peer institutions (focusing only on certificate programs in the cases where majors/minors are offered)? To what extent should current INTL course distributions (and courses therein) be revised?
**Question:** Other Accomplishments - Please list any other significant accomplishments from the last three years that do not align with Plan 2020.

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

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

Not Applicable

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

Not Applicable

**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?

Not Applicable

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

Not Applicable

**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.
Because of the peculiarities of the Registrar’s software, the progress of many students who are enrolled in the INTL certificate needs to be tracked “by hand” instead of through the system. This includes double majors, since the certificate is tracked by the system as a “major.” This requires a great deal of record-keeping that would be superfluous if a better-designed software system was implemented. Record keeping in general is difficult. Because the Director of INTL does not have Banner privileges, for example, even mundane tasks such as tracking total numbers of students enrolled in INTL is made a multi-step process, involving COAS administrative assistants, etc.

### 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/](http://www.ipfw.edu/offices/ir/profiles/)

Not Applicable: data does not even appear to be accurate regarding number of INTL certificate enrollees. See comments in #5 above.

### 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:

It is specific
High Priority

2. Comment on the goal's measures:

Metrics: Completion of INTL program review report and successful external review.

Actions: Continue researching ITL program review study questions.

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

Goal does seem achievable. No departmental profile/budget data available.

4. Comment on the goal's relevance:

Goal is relevant.

5. Comment on the timeline of the goal:

Timeline is end of Spring 15 or Fall 15. Timeline seems achievable since the external review is in process.

Possible opportunities for collaboration or suggestions for addressing a gap:

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

Complete INTL Program Review

**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.1, Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources; I.A.2, Use assessment data to improve student learning; I.C.1, Develop and promote interdisciplinary programs where there are sufficient university assets available and anticipated employment needs; I.C.5, Invest in academic programs with international curricula; I.D.1, Develop activities and experiences that promote multiculturalism as a value; I.E.1, Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions; I.E.2, Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects; I.E.4, Promote majors and programs with strong job placement opportunities in the region and beyond.

II.A., Project future regional, national, and international demand for research and collaboration.

III.A, Expand meaningful collaborations and research opportunities with regional, national, and global partners.

IV.A.1, Rationalize, prioritize, and establish a set of appropriate performance metrics for all academic and non-academic units; IV.A.2, Establish an integrated system of program reporting, review, assessment and accreditation that is aligned to performance metrics; IV.B.1, Resource allocation prioritization informed by performance metrics; IV.B.4, Identify gaps in academic and program offerings and prioritize programs for creation, expansion, merging, or cessation; IV.B.5, Continue increasing transparency in resource allocation budget formation and administration, and personnel decisions.

**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?

Continue researching INTL Program review study questions

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

Completion of INTL Program Review Report & successful external review

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

Yes, as long as Program Review course release is continued

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

Not Applicable
Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Because the INTL director is only a .75 employee, much work is undertaken by a single individual

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

Hopefully will be accomplished by the end of Spring 15, if not, then Fall 15

**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:

   High Priority/Specific

2. Comment on the goal's measures:

   Metrics: Completed approval of classes listed in Bulletin

   Actions: Propose classes for approval to appropriate university committee

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

   Goal does not seem achievable. No departmental profile/budget data available.

   Will require INTL director to revise classes regularly assigned, Also, INTL affiliated faculty are limited by rigid departmental teaching obligations and/or ability to teach overloads

4. Comment on the goal’s relevance:

5. Comment on the timeline of the goal:

   NTL 1st priority program review, new classes added as proposed in next 2-3 years.

   Possible opportunities for collaboration or suggestions for addressing a gap:

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

Develop other INTL-prefixed classes, including ones with short-term study abroad components

**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.1, Develop and promote interdisciplinary programs where there are sufficient university assets available and anticipated employment needs; I.C.2, Review, prioritize, and expand international agreements; I.C.3, Promote academic programs for international market; I.C.5, Invest in academic programs with international curricula; I.C.6, Increase support programs for international study for domestic students; I.D.1, Develop activities and experiences that promote multiculturalism as a value; I.D.2, Embrace a definition of diversity which includes a broader array of human differences; I.E.1, Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions; I.E.2, Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects; I.E.4 Promote majors and programs with strong job placement opportunities in the region and beyond.

II.A, Project future regional, national, and international demand for research and collaboration; II.B, Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge.

III.A, Expand meaningful collaborations and research opportunities with regional, national, and global partners; III.D, Provide non-credit enrichment experiences for the community; III.F, Serve as an exemplar of free and open discourse.

**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?

Propose classes for approval to appropriate university committees

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

Completed approval of classes / listing in Bulletin

**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?

Will require INTL director to revise classes regularly assigned: for example, instead of teaching PACS 200 twice a year in addition to other teaching assignments, teach a new INTL class and one PACS (or two INTL classes instead of 2 PACS classes/year). Similarly, INTL-affiliated faculty are often limited by rigid departmental teaching obligations and/or ability to teach overload.
Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

See challenges above

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

INTL first priority is Program Review: new classes to be added as proposed over the next 2-3 years

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

Specific

2. Comment on the goal's measures:

Metrics: creation of an assessment plan with rubrics

Actions: develop assessment strategies

We recommend that you establish checkpoints to monitor your progress towards achieving this goal.

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

May be difficult to achieve goal if information is not received from other departments outside of the International studies certificate program.

4. Comment on the goal’s relevance:

This goal is relevant to increased departmental growth.

5. Comment on the timeline of the goal:

Program review may provide best results; after Fall 2015

Possible opportunities for collaboration or suggestions for addressing a gap:

Other departments that teach for INTL studies.

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

Develop and implement better means of assessing 300- and 400-level INTL-approved classes for program assessment

**Question:**
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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.1, Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources; I.A.2, Use assessment data to improve student learning; I.C.5, Invest in academic programs with international curricula; I.D.1, Develop activities and experiences that promote multiculturalism as a value; I.D.2, Embrace a definition of diversity which includes a broader array of human differences; I.E.1, Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions; I.E.2, Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects.

IV.A.1, Rationalize, prioritize, and establish a set of appropriate performance metrics for all academic and non-academic units; IV.A.2, Establish an integrated system of program reporting, review, assessment and accreditation that is aligned to performance metrics; IV.B.4, Identify gaps in academic and program offerings and prioritize programs for creation, expansion, merging, or cessation

**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?

Study results of INTL Program Review, develop assessment strategies

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

Successful creation of an assessment plan with accompanying rubrics

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

Yes, as long as current INTL Director course release is continued

**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?

Faculty in other departments not beholden to INTL in the same way they are to their own departments to provide assessment artifacts from cross-listed classes: the atomized nature of an interdisciplinary certificate makes full program assessment difficult
Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Will rely on completion of INTL Program Review for best results: may have to begin after Fall 15

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:

Specific

2. Comment on the goal's measures:

Metrics: Work with Office of International Education to cross-promote study abroad and other initiatives, work with faculty other departments to create new co-sponsored activities, meet with related units once a semester, recruit faculty from other departments, program to teach INTL courses

Actions: same as metrics

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

Ability to achieve goal possible if INTL Studies Director is given release time or made full-time.

4. Comment on the goal’s relevance:

Goal is relevant to Plan 2020

5. Comment on the timeline of the goal:

No end date given

6. Possible opportunities for collaboration or suggestions for addressing a gap:

Make the International Studies Certificate program a requirement for obtaining a Foreign Language degree.

Question: Unit Goal - What is your unit goal?

Develop more active partnerships with other programs/departments campus-wide that have an international focus, such as International Programs/Study Abroad, International Language and Culture Studies, etc.

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.
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I.C.1, Develop and promote interdisciplinary programs where there are sufficient university assets available and anticipated employment needs; I.C.5, Invest in academic programs with international curricula; I.C.6, Increase support programs for international study for domestic students; I.D.1 Develop activities and experiences that promote multiculturalism as a value; I.D.2, Embrace a definition of diversity which includes a broader array of human differences; I.D.4, Recruit and retain a diverse faculty and staff at all institutional levels; I.E.1, Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions; I.E.2, Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects; I.E.4, Promote majors and programs with strong job placement opportunities in the region and beyond; II.B, Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge; 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.F, Serve as an exemplar of free and open discourse.

**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?

Work closely with the Office of International Education to cross-promote Study Abroad and other initiatives, work with faculty from other departments to create new co-sponsored activities, meet with related units at least once a semester, recruit faculty from other departments/programs to teach INTL courses

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

Work closely with the Office of International Education to cross-promote Study Abroad and other initiatives, work with faculty from other departments to create new co-sponsored activities, meet with related units at least once a semester, recruit faculty from other departments/programs to teach INTL courses

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

Yes, assuming INTL Director course release is maintained

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

Not Applicable

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?
Faculty are limited by rigid departmental teaching obligations and/or ability to teach overload, "commuter mindset" of students who do not take advantage of study abroad opportunities or even on-campus international programming (often due to work/family commitments)

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

Ongoing efforts needed: no end date

**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:

Goal is clear

2. Comment on the goal's measures:

Metrics: same as actions

Actions: Increase # or INTL-prefixed course, increase numbers of INTL certificate students, gather exploratory data as part of INTL program review, put forth INTL major proposal

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

Goal is achievable if some changes are made to recruit majors, staff classes, require Study Abroad as part of major as a part of offering an International Studies major.

4. Comment on the goal's relevance:

This goal is relevant in today's trend for global expansion.

5. Comment on the timeline of the goal:

3- 5 years

Possible opportunities for collaboration or suggestions for addressing a gap:

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

Development of an International Studies major

**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.
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I.B.1, Increase opportunities for engaged and experiential learning including service learning and internship programs; I.B.3, Expand number of degree programs that have gateway courses; I.B.5, Transform the concept of the college classroom and the delivery of education; I.C.1, Develop and promote interdisciplinary programs where there are sufficient university assets available and anticipated employment needs; I.C.2, Review, prioritize, and expand international agreements; I.C.5, Invest in academic programs with international curricula; I.C.6, Increase support programs for international study for domestic students; I.D.1, Develop activities and experiences that promote multiculturalism as a value; I.D.2, Embrace a definition of diversity which includes a broader array of human differences; I.D.4, Recruit and retain a diverse faculty and staff at all institutional levels; I.E.1, Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions; I.E.2, Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects; I.E.3, Build and strengthen relationships with regional partners to increase research and scholarly collaborations in signature programs; I.E.4, Promote majors and programs with strong job placement opportunities in the region and beyond; II.A, Project future regional, national, and international demand for research and collaboration; II.B, Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge; 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.F, Serve as an exemplar of free and open discourse; IV.A.1, Rationalize, prioritize, and establish a set of appropriate performance metrics for all academic and non-academic units; IV.A.2, Establish an integrated system of program reporting, review, assessment and accreditation that is aligned to performance metrics; IV.B.4, Identify gaps in academic and program offerings and prioritize programs for creation, expansion, merging, or cessation.

**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?

Increase number of INTL-prefixed courses, increase numbers of INTL certificate students, begin gathering exploratory data as part of INTL Program Review, eventually put forth INTL major proposal

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

Increase number of INTL-prefixed courses, increase numbers of INTL certificate students, begin gathering exploratory data as part of INTL Program Review, eventually put forth INTL major proposal

**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?
INTL director as tenured associate professor, additional faculty resources whether in the form of actual INTL hires or the ability for faculty in other programs/departments to teach more freely as INTL “core faculty” similar to the model of INTL at IU-Bloomington

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

Initial recruitment of majors, ability to staff and offer INTL classes, ability to support required Study Abroad as part of major (as is required by all other universities offering an International Studies major)

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

3-5 years or more

**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.

**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?

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.

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?

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?

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?
#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:** 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:** #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?