Program Summary

Task Force: Thank you for the time spent crafting this report. The goals were extremely relevant and necessary. We appreciated your willingness to critically evaluate your unit and consider possibly eliminating a degree in an effort to be more efficient. 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. 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 Department of Public Policy at IPFW is to improve the quality of public service through teaching current and prospective public servants, through research on public issues, and through service to organizations with public policy interests.

The niche of the Department of Public Policy within the University’s overall mission is to educate and train public servants in the undergraduate fields of criminal justice, environmental policy, health services administration, legal studies, and public management and the graduate fields of public administration and health systems administration.

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.
• Received a one-year accreditation extension for the Master of Public Affairs degree by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) (Goals I A.1 Foster Student Success/Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources; I C.7 Foster Student Success/Establish links between baccalaureate and post-baccalaureate programs; I D.3 Foster Student Success/Build and strengthen relationships as well as proactive programs and services designed to encourage enrollment of students from historically under-represented groups; I E.1 Foster Student Success/Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions; and III B Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness/Provide access to outstanding intellectual programming).

• A new assessment plan was created in 2014 following the feedback received by the Site Visit Team (SVT) of NASPAA (Goals I A.1 Foster Student Success/Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources and I A.2 Foster Student Success/Use assessment data to improve student learning).

• A new diversity plan was created in 2014 following the feedback received by the SVT of NASPAA (Goals I D.1 Foster Student Success/Develop activities and experiences that promote multiculturalism as a value; I D.2 Foster Student Success/Embrace a definition of diversity that includes a broader array of human differences; I D.3 Foster Student Success/Build and strengthen relationships as well as proactive programs and services designed to encourage enrollment of students from historically under-represented groups; and I D.4 Foster Student Success/Recruit and retain a diverse faculty and staff at all institutional levels).

• A new capstone course for the MPA program was created in 2014 following the feedback received by the SVT of NASPAA (Goals I A.1 Foster Student Success/Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources and I A.2 Foster Student Success/Use assessment data to improve student learning).

• Submitted nine proposals to the General Education Subcommittee for approval (PPOL H120; PPOL E162; PPOL V170; PPOL J101; PPOL H320; PPOL H416; PPOL V348; PPOL J439; and PPOL V456) (Goals I A.1 Foster Student Success/Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources and I A.2 Foster Student Success/Use assessment data to improve student learning).

• The Community Advisory Board (CAB), a group of community leaders which provides counsel to the department’s faculty with regard to the graduate programs, created a mission statement and by-laws in Fall 2014 (Goals III A Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness/Expand meaningful collaborations and research opportunities with regional, national, and global partners; III B Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness/Provide access to outstanding intellectual programming; and III F Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness/Serve as an exemplar of free and open discourse).

• Expand advisor’s role in the department by delegating graduation list certification to the department secretary. This will allow the undergraduate advisor to assist more students and help to maximize the probability of consistent advising and reducing the waiting time for student appointments (Goal IV B.3 Creating a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization/Eliminate process barriers in enrollment management that impact student achievement).
**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.

The faculty members in the department have published the following peer-reviewed research since 2012:


- Gifford, B; S. Sachdeva; T. Gueddes; Sinyoung Park; and S. Anand. 2013. The Impact of Global Medical Travel in India, Brazil and Mexico. *Journal of Health Administration Education, 30:4*, 267 -82.
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- Rayburn, Rachel L. and Nicholas A. Guittar. 2013. This is Where You are Supposed to Be: How Homeless Individuals Cope with Stigma. Sociological Spectrum, 33:2, 159-74.

- Grauerholz, Liz; Mandi Barringer; Timothy Colyer; Nicholas Guittar; Jaime Hecht; Rachel L. Rayburn; and Elizabeth Swart. 2013. Attraction in the Field: What We Need to Acknowledge and Implications for Research and Teaching. Qualitative Inquiry, 19:3, 167-78.


- Ziegler, Stephen J. Forthcoming. The Scorpion, the Frog, and the Viability of Balanced Policies. PWJ.


The faculty members in the department have provided the following consulting, professional service, and service learning experiences since 2012:

- Brian L. Fife was consulted by Rev. Roger Roberts of the House of Lords on a sponsored bill dealing with reforming the electoral process in Great Britain in 2014.

- Brian L. Fife was one of four scholars in the country invited to make a presentation at the 2013 John Breaux Symposium on Making Congress Work More Effectively.
Brian L. Fife was a Panel Chair at the Midwest Public Affairs Conference in 2014.

Brian L. Fife reviewed three different books on American Government for Oxford University Press (2012-2013).

Ae-Sook Kim received a research fellowship from the Seoul Institute (South Korea) in 2014.

Ae-Sook Kim was invited to make a presentation at Sungkyunkwan University (South Korea) in 2014.

Ae-Sook Kim served on the Excellence in Mentoring Award Committee, Public Policy Section, American Political Science Association (2014).


Ae-Sook Kim was a panel discussant at the World Conference for Public Administration in 2014 and a panel chair for the Midwest Political Science Association meeting in 2014 and 2012.

Ae-Sook Kim is on the Parkview Hospital Community Advisory Board (2013-present).

Ae-Sook Kim received a $1,000 IPFW Research/Creative Activity grant to create a Nursing Home Quality and Management Survey in 2013. She was assisted by MPA student Irene T. Gichungeh, who obtained a Collaborative Institutional Training Initiative (CITI) Certificate, and Kristen Kampfe, an undergraduate student.

Ae-Sook Kim mentored MPA student Irene T. Gichungeh, who won first prize at the 16th Annual Student Research and Creative Endeavor Symposium in 2013.

Stephen Kleinschmit is the founder, president, and conference chair for the Midwest Public Affairs Conference in 2014, an organization affiliated with the American Society for Public Administration.

Stephen Kleinschmit is a co-founder, editorial board member, and reviewer for the Journal of Public and Nonprofit Affairs, a publication affiliated with the American Society for Public Administration (2014).

Stephen Kleinschmit is the secretary of the Northeast Indiana Passenger Rail Association (2014).

Stephen Kleinschmit is a dissertation committee member for Theresa Wills, George Mason University (Ph.D. program in Mathematics Education Leadership, 2013-present).


Jospeter Mbuba was a Panel Chair at the Midwestern Criminal Justice Association Conference and the Midwest Public Affairs Conference in 2014.

Jospeter Mbuba was a manuscript reviewer for the Journal of Ethnicity in Criminal Justice in 2014 and for SAGE Open in 2013-2014.
• Jospeter Mbuba delivered an invited presentation to a symposium of criminal justice students at Chuka University (Kenya) in 2013.

• Jospeter Mbuba was a mentor for a visiting scholar (Dong Ying) from the Hebei Provincial Academy of Social Sciences (China) in 2012-2013.

• Jospeter Mbuba served as a consultant from Crime Victim Care of Allen County in 2012-2013.

• Jospeter Mbuba served as an external reviewer for a faculty member’s promotion dossier for the School of Public and Environmental Affairs at Indiana University Northwest in 2012.

• Jospeter Mbuba received $2500 from Indiana Campus Compact for a service learning project entitled “Program Evaluation Practicum for Crime Victim Service-Providing Agencies in Northeastern Indiana” in 2012.

• Rachel L. Rayburn received a $500 service learning mini-grant of $500 from the Office of Research, Engagement, and Sponsored Programs and an Indiana Campus Compact community service mini-grant of $300 (with undergraduate student Shey Butcher) in 2013. She received an Indiana Campus Compact sponsored research for service engagement grant of $6,267.42 and an Indiana Campus Compact listening to communities program grant of $1,184 in 2012.

• Rachel L. Rayburn has mentored and engaged in student research collaborations with the following undergraduate students (Kathleen Ellis-Creigh, Shey Butcher, Haley Hunter, Noah Isch, Brendan Landwehr, Shannon Bell, T.J. Blaugh, Erik Tom, and Emily Osborn (2012-2014).

• Rachel L. Rayburn delivered the keynote address to the Community Action Network of Northeastern Indiana in 2014 and a presentation during Domestic Violence Awareness Month to the YMCA of Northeast Indiana in 2013.

• Stephen J. Ziegler was awarded a Mayday Pain and Society Fellowship in 2014-2015.

• Stephen J. Ziegler testified before the Medical Licensing Board of Indiana on behalf of the American Academy of Pain Management concerning proposed rule 844 IAC in 2014.

• Stephen J. Ziegler was a panel chair and discussant at PAINWEEK: The National Conference on Pain for Frontline Practitioners (2014, 2013, and 2012).

• Stephen J. Ziegler has served as a consultant for the following groups: Egalet Corporation, Pennsylvania; Insight Strategy Advisors, New York; Mallinckrodt Pharmaceuticals, Missouri; Teva Pharmaceutical Industries, Ltd., Israel; Office of the Commonwealth’s Attorney, Prince William County, Virginia; and the Kentucky Prescription Drug Diversion and Abuse Council (2012-2014).

• Stephen J. Ziegler delivered invited talks to the medical community in Arizona, California, Maryland, North Carolina, Nevada, New Mexico, Texas, and Washington, DC (2012-2014).

**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.
The Community Research Institute (CRI) is organizationally housed in the Department of Public Policy (see [http://www.ipfw.edu/cri/](http://www.ipfw.edu/cri/) for more details). The mission of the CRI is to promote the growth and vitality of northeast Indiana. The staff officials seek to serve the needs of the public, private, and not-for-profit sectors by providing contract-based research and analytical services through ongoing support, presentations, economic commentary, and special reports.

**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.

In terms of efficiency, a position vacated due to retirement was not filled.

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

Hired two assistant professors in Fall 2014 (Sinyoung Park and Nurgul Aitalieva) and one in Fall 2012 (Stephen Kleinschmit) to meet the demands of the health majors at the undergraduate and graduate levels as well as addressing accreditation needs and concerns at the graduate level (Goals I D.4 Foster Student Success/Recruit and retain a diverse faculty and staff at all institutional levels and I A.1 Foster Student Success/Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources).

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

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

Network of Schools of Public Policy, Affairs, and Administration (NASPAA) accreditation of the Master of Public Affairs (MPA) degree.

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

Accreditation is beneficial in terms of graduate recruitment. It does come at a cost, however, in terms of annual dues, the cost of applying for accreditation or reaccreditation, and the cost of hosting a site visit of peer reviewers.

**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?

N/A

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

**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.

The Department of Public Policy is efficient perhaps to a fault. There is an overreliance on limited term lecturers due to the fact that there are at present only 8 full-time tenure-track faculty for a unit that consistently has approximately 400 enrolled majors and generates 3,000 credit hours from PPOL courses alone and typically well more than 4,500 credit hours for the University.

**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/
To get a better idea of the stability of the department, here are some descriptive statistics that will illuminate the last 20 years (1995/96-2014/15) in terms of fall census enrollments:

Mean enrolled majors=433; standard deviation=61
High number of enrolled majors=567 (2011-12)
Low number of enrolled majors=356 (2000-01)

Mean credit hours taught by PPOL faculty=3,079; standard deviation=335*
High number of credit hours taught by PPOL faculty=3,720 (2010-11)*
Low number of credit hours taught by PPOL faculty=2,601 (2000-01)*

*This figure only includes credit hours generated for PPOL courses. The total number of credit hours generated by PPOL majors is much higher and is delineated below from 1995/96-2014/15 in terms of fall census enrollments:

Mean total credit hours generated by PPOL enrolled majors=4,540; standard deviation=926
High number of credit hours generated by PPOL enrolled majors=6,451 (2011-12)
Low number of credit hours generated by PPOL enrolled majors=3,452 (2000-01)

**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:

Very specific. The report could benefit from more concrete examples for the course of action to achieve this goal.

2. Comment on the goal’s measures:

Metrics will measure success of request for faculty.

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

The department has the ability to make a case to the VCAA - we do not know how budget numbers will impact the request.

4. Comment on the goal’s relevance:

The department does have a high reliance on LTLs - if it is the university’s goal to reduce reliance on this type of faculty then the goal is relevant.

5. Comment on the timeline of the goal:

Specific timeline given.

Possible opportunities for collaboration or suggestions for addressing a gap:

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

To reduce the department’s dependence on the use of limited term lecturers.

**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.2 Fostering Student Success/Use assessment data to improve student learning; III B Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness/Provide access to outstanding intellectual programming; and IV B.4 Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization/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?

Justify the need to enhance the quality of the intellectual programming of the department as well as the identification of current gaps to the VCAA.

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

Dichotomous variable:

1 = additional faculty line(s) approved by the VCAA (full-time, tenure-track positions only)

0 = no additional line(s) approved by the VCAA (full-time, tenure-track positions only)

**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?

Dichotomous variable:

1 = additional faculty line(s) approved by the VCAA (full-time, tenure-track positions only)

0 = no additional line(s) approved by the VCAA (full-time, tenure-track positions only)

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

Enrollment declines the past few years though the department’s enrollments have been very steady over the last 20 years (see Part I, Number 7). Possible organizational restructuring could also affect progress toward this goal.

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

Additional line(s) approved within 3 years.

**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:

   Very specific goal - the action plan has already been done and they are waiting for approval.

2. Comment on the goal's measures:

   Assessment plan attached to each course. For future reports it will be interesting to see the results of the implementation of the plan.

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

   The department has already submitted the courses for approval now they are dependent on the General Education Subcommittee for approval.

4. Comment on the goal’s relevance:

   The goal seems very relevant and has an assessment component.

5. Comment on the timeline of the goal:

   Again timeline is dependent on the General Education Subcommittee not the department which has already done their part.

   Possible opportunities for collaboration or suggestions for addressing a gap:

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

To make the Department of Public Policy compliant with General Education requirements.

**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** Fostering Student Success/Improve quality and fidelity of assessment processes of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources
- **I A.2** Fostering Student Success/Use assessment data to improve student learning.

**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?

   Nine course proposals have been submitted to the General Education Subcommittee (4 introductory courses and 5 capstone courses for the 5 majors in the BSPA degree).

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
General Education assessment plan attached to each specific course.

**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?
The only challenge would be if the number of full-time, tenure-track faculty were reduced any further.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?
The goal will be achieved if all courses are approved by the General Education Subcommittee.

**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:

Very specific.

2. Comment on the goal's measures:

The metrics measure the goal.

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

The unit should be able to achieve this goal.

4. Comment on the goal's relevance:

Very relevant to eliminate programs that no longer serve a need. However, in looking at the profiles the enrollment of graduate students has held steady until this year when it did drop. Are they being proactive and seeing this drop as a trend so they should eliminate the program now and not continue to use resources on a declining program? They did indicate resistance in the IPFW community to phasing out this program - why if not needed?

5. Comment on the timeline of the goal:

Timeline appropriate.

Possible opportunities for collaboration or suggestions for addressing a gap:

Question: Unit Goal - What is your unit goal?

To immediately suspend admissions for the Master of Public Affairs (MPA) OR Master of Public Management (MPM) 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.

IV B.4 Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization/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?

The faculty members in the department will study the issue, deliberate, and ultimately vote on the matter.

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

Dichotomous variable:

1=MPA or MPM admissions halted and the degree will be phased out

0=The department will keep offering 2 master’s degrees

**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?

Resistance to the idea of phasing out the MPA or the MPM amongst members of the IPFW community.

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

Admissions can be halted immediately; phasing out the existing students in the program in question will likely take about 3 years or so.

**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 itself is vaguely written but when you factor in the action plans it becomes clear what they are trying to achieve.

2. Comment on the goal’s measures:

Weak metrics - what measures the success of the goal? Are there increments by which they want to increase each area of the action plan?

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

The goal seems achievable if the department but will require an additional time commitment by faculty.

4. Comment on the goal’s relevance:

The goal is absolutely relevant.

5. Comment on the timeline of the goal:

Timeline vague - would have liked to see more specifics.

Possible opportunities for collaboration or suggestions for addressing a gap:

Co-op, Marketing

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

To improve the stature and visibility of the Department of Public Policy in the greater community.

**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** Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness/Expand meaningful collaborations and research opportunities with regional, national, and global partners; **III D** Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness/Provide non-credit enrichment experiences for the community; and **III F** Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness/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?

More student internships; faculty collaboration with community partners to promote the greater common good; more faculty/student research publications; and more consulting opportunities.
**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Keep track of the relationships delineated above in an ongoing and systematic manner to determine where improvements can be made.

**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?

The greatest challenge is time by definition. The ability for faculty members to engage more in the community will require more time investment.

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

This goal will take longer than one year and will be an ongoing phenomenon.

**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 itself is vaguely written but when you factor in the action plans it becomes clear what they are trying to achieve.

2. Comment on the goal’s measures:

Metric fit the goal.

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

Does not seem likely. The department lists a lack of full-time faculty to support their current curriculum and yet they list needing no new faculty to support the demands of a Ph.D. program.

4. Comment on the goal’s relevance:

If the department cannot support the Master programs then why would a Ph.D. program be more attractive? Does marketing research support this goal?

5. Comment on the timeline of the goal:

Possible opportunities for collaboration or suggestions for addressing a gap:

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

To have a distinctive role in the delivery of a Ph.D. program in Education and Public Policy.

**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.3** Foster Student Success/Build and strengthen relationships as well as proactive programs and services designed to encourage enrollment of students from historically under-represented groups; **I D.4** Foster Student Success/Recruit and retain a diverse faculty and staff at all institutional levels; **I E.1** Foster Student Success/Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions; **II A** Promote the Creation, Integration, and Application of Knowledge/Project future regional, national, and international demand for research and collaboration; **II B** Promote the Creation, Integration, and Application of Knowledge/Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge; **II C** Promote the Creation, Integration, and Application of Knowledge/Promote development of opportunities for faculty and student engagement with the community for the application and integration of knowledge; **III A** Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness/Expand meaningful collaborations and research opportunities with regional, national, and global partners; **III B** Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness/Provide access to outstanding intellectual programming; and **III F** Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness/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?

Justify the need to enhance the quality of the intellectual programming of the department and the College of Education and Public Policy as well as the identification of current gaps to the VCAA, Chancellor, and Indiana Commission for Higher Education.

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

Dichotomous variable:

1=New Ph.D. program proposal approved by the relevant political leaders

0=Ph.D. program proposal rejected by the relevant political leaders

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?

Additional resources would need to be allocated to the department as well as to the College of Education and Public Policy.

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

Political endorsements of the proposal are required.

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

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?
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:** 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?
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**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?