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 Political Science 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 Department provides a broad based liberal arts education and prepares students for specific careers. A broad-based education that focuses on critical thinking, analysis, synthesizing, and organizing information are key parts of a liberal arts education and are just as important as providing information on political science topics. The most basic element of a liberal arts education is teaching students how to think so that they can be successful in many different careers, including those not directly related to their majors.

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.

Top-50 Graduate and Professional School Placements

Jonathan Gatke admitted to Professional French Masters Program at the University of Wisconsin – Madison (2014)

Joseph Wuest (BA 2013) admitted with full assistantship in Political Science Ph.D program at University of Pennsylvania.

Liliana Dragnev (BA 2012) admitted into Master’s Program in Political Science at the London School of Economics.

Lisa Fischering (BA 2012) admitted to University of Wisconsin, Madison Law School and serves on editorial staff of the Wisconsin Law Review.

Joseph Menze (BA 2012) admitted to William and Mary Law School, serves on the editorial staff of the William and Mary Bill of Rights Journal and is an Election Law Fellow.

Kaylyn Sands (BA 2014) admitted to Pace University School of Law (2014). Her program in international environmental law is ranked within the top 3 environmental law programs in the country.
Leyla Mansour-Cole (BA 2012) admitted to the American University Washington College of Law and serves as managing editor of the *Health Law and Policy Brief*. Her program is ranked among the top 5 international law programs in the country.

**Presitigious National Scholarships**

Eldin Hasic (BA 2010) was a Fulbright Scholar in Ukraine (2011).

Chayenne Polimedio (BA 2014) is a 2014-2015 Junior Fellow at the Carnegie Endowment for International Peace, Washington, DC. She is one of only thirteen graduates nationally to win this fully funded postgraduate fellowship.

**Further Graduate and Professional School Placements**

Stephen Clouse (BA 2013) admitted with full assistantship into Political Science Ph.D program at Northern Illinois University (2013).

Stacey Leiter (BA 2013) admitted with full assistantship into Master’s Program in Political Science at the University of Akron (2013).

Christian Skordos (BA 2012) admitted to Robert H. McKinney School of Law at Indiana University in Indianapolis.

Steven Theobold (BA 2011) admitted into the Bliss Institute's program for applied politics (campaign management) at the University of Akron (2014).

Nicholas Yovich (BA 2012) admitted to Duquesne School of Law (2012).

Paul Zee-Cheng (BA 2011) admitted to American University’s Kogod School of Business Masters in Taxation program (2012).

**Selected Post-graduate Professional Positions & Successes**


Jeff Cary (BA 2014) hired by Monetssori Model United Nations (MMUN) to coordinate MMUN's Midwest conference, held annually at IPFW; for running MMUN's annual conference in the United Arab Emirates; in China; and coordinating MMUN schools in Malawi. Also assisted in coordinating 2013 MMUN (with Liliana Dragnev (BA 2012) conferences in New York and Geneva Switzerland.

Courtney Dibble (BA 2013) has begun (2014) his two-year assignment with the Peace Corps in Togo (2014).

Lisa Fischering's (BA 2012) University of Wisconsin Law School team won the Herbert Wechsler National Moot Court Competition at SUNY Buffalo (2014).

Eldin Hasic (BA 2010) interned with Faegre Baker Daniels (2014).

Joseph Menze (BA 2012) clerkship with American Civil Liberties Union (2014).

Joseph Menze (BA 2012) clerkship with American Civil Liberties Union (2014).
Nicholas Yovich’s (BA 2012) Duquesne University School of Law team won the 41st annual Academy of Trial Lawyers Mock Trial Competition on February 21, 2014 over University of Pennsylvania, Howard University, Catholic University, College of William & Mary, American University, and University of Pittsburgh.


Paul Zee Cheng (BA 2011), certified as Certified Public Accountant (2013).

Brandon Gearhart (BA 2009), University of Michigan Law School, (2012), hired as Employment and Policy Legal Professional for the Office of General Counsel, University of Notre Dame.

Chase Kitchen (BA 2008) works in Representative Donnelly’s office in Washington DC. (2012)

Rachel Hazelet has just been awarded an Indiana University Distinguished Alumni Award for 2014-2015. The award carries with it a $2,500 grant for the 2014-2015 academic year.

Zach Cook (BA 2011) has taught English in China for over two years.

Amanda Marks (BA 2012) and Cole Sperry (BA, 2012) taught English in South Korea.

Nathalie Garces (BA 2011) taught English in Colombia with World Teach.

Jessica Davis (BA 2014) admitted to IUPUI’s Master’s of Public Policy program.

Ryan Holden (BA 2012) admitted to Indiana Tech law school.

Caleb Vogel (Political Science minor) admitted to Master of Arts in Liberal Arts program at St. John’s College, Annapolis, MD.

Selected Co-Curricular & Internship Experiences

Sean Danner, Internship, Indiana Attorney General’s Office, Summer 2014.


Stacy Leiter, funded participation and presentation at the Annual Meeting of the Midwest Political Science Association, Chicago Illinois, April 2013.


Joseph Wuest, funded participation and presentation at the Annual Meeting of the Midwest Political Science Association, Chicago Illinois, April 2013.

Joshua Bertsch (BA 2013) Internship with Senator Richard Lugar as Lugar Student Scholar, Fall 2012.

Elena Aguillar (BA 2013), Joshua Bertsch (BA 2014), Jake Monroe (BA 2013) were funded by department and COAS to participate in Pathways to Civility National Conference, Allegheny College, May 2012.
Political Science has trained and closely advised IPFW’s Model UN program since its inception in 2008. Thirty-nine different IPFW students have served as delegates at the American Model United Nations conference (the second largest such conference in the US) since 2008, twenty-six of whom served between 2011 and 2014.

At least five Political Science majors led conference sessions at the Midwest Montessori Model United Nations conference, held at IPFW in 2013 and 2014 for middle-school students.

Applies to Element 1.B.1. of the Strategic Plan (“Increase opportunities for engaged and experiential learning including service learning and internship programs”):

The department placed 25 students in for-credit internships between 2012 and 2014. Among the offices and agencies hosting our interns were the Allen County Prosecuting Attorney’s Office; the Bureau of Alcohol, Tobacco, Firearms, and Explosives; the Wells County Republican Party, the Office of Congressman Andre Carson in Washington, DC; the ; and the Fort Wayne Housing Authority.

Applies to Element 1.B.2. of the Strategic Plan (“Expand the Impact and profile of the Honors Program”):

The department has created and taught H-Option classes nine times between 2011 and 2014.

A 3-credit Honors class (H201: Citizenship and Global Affairs) taught in Fall 2014.

Director, Office of Major Scholarship Advisement (2014).

In 2012 and in 2013, two department members served as guest faculty in the Office of Major Scholarship’s Freshman Colloquium, a non-credit course developed to groom high-achieving students who might later apply for nationally prestigious scholarships. One taught the personal statement workshop component and worked individually with students on their personal statements; the other discussed the Fulbright Scholarship program.

Three department members taught in Honors H101: Freshman Seminar, a one-credit course taught during the week prior to the fall semester (2011, 2012, and 2014).


Member, Chapman Scholar Advisory Subcommittee (2011).

Applies to Element 1.C.5. of the Strategic Plan (“Invest in academic programs with international curricula”):

In addition to our many course offerings in comparative and international politics, members of the department taught the international politics portion of the team-taught I200 above their usual course loads. We did this in all but one of the fall and spring semesters between 2011 and 2014.

Other Examples of Fostering Student Success

One member of the department three times taught a non-credit semester-long upper-level readings course in political philosophy to selected students. He did this voluntarily, without pay, and above his
usual course load.

The department regularly teaches online courses above usual course loads.

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.

Publications

2 books, 13 articles, 8 chapters, 2 short encyclopedia entries, 2 lengthy reviews, 1 applied research report, 13 paper presentations (including one paper coauthored with student) over course of three years

Grants & Research Contracts

Kettering Foundation Research Partnership with Mike Downs Center as Kettering Foundation Center for Public Life

Kettering Foundation Research Agreement for project with Southwest Allen County

School District & for continuation of Civics Day at IPFW (pending)

Instructional grant for on-line student retention at IP

Two IPFW Overseas Conference Fund

Two Purdue PRF International Travel Grant

Two Indiana University OVPIA Overseas Conference Grant

Research Support

3 years as editor of Indiana Journal of Political Science, 16 reviews of manuscripts for political science journals, 12 reviews of books, book sections, or book proposals

Treasurer of Indiana Political Science Association (2010/11 to present)


Presentations

Faculty presented six research projects at international political science conferences.

Faculty presented ten papers at national political science conferences/ invited talks at other universities.

Faculty participated as contributors, reviewers, or chairs of panels at six international or national political science conferences.

Faculty – Student Engagement for Application & Integration of Knowledge

Trained and mentored four student moderators (Mohammed Sulejmanic, Neil Cindrich, Allison Groves,
and Jeff Cary) for five deliberative forums on 21st Century Education for Southwest Allen County Schools.

Co-authored paper (Stephen Clouse BA 2013) at Indiana Political Science Conference (2013).


Faculty & student participation & presentations at Pathways to Civility National Conference, Allegheny College, May 2012.

Co-presenters on “The Role of Religion in Presidential Politics” for University Religious Forum with then-student Michael Peters presenting findings from his senior seminar research, February 16, 2012.


Mentor for Jessica Geyer’s Chapman Scholars senior project.

Mentored student for European Union College Research Paper Competition sponsored by the Indiana University European Union Studies Center (2012).

**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 - Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness**

**Media**

Approximately 200 appearances per year in international, national, regional, and local news outlet reporting.

Regular invited contributor to *Indianapolis Star*, *Good Morning Grant County* on WBAT, WBOI blog, and *Indianapolis Business Journal* political blog.


**Intellectual & Cultural Service to the Region**

Department averaged giving approximately 35 talks on international, political, and community issues to community / university organizations each year.

Mike Downs Center has three year agreement with Southwest Allen County School District to hold
deliberative forums on key educational issues & write reports about community beliefs on these matters.

Hosted two public forums that were broadcast on Northeast Indiana Public Radio shows on Syria (9/11/2013) and ISIS/ISIL (10/6/2014).

Designed and carried out scientific public opinion poll and analysis for Fort Wayne & Allen County elections, 2011.

Co-coordinator, We the People competition in Indiana’s 3rd Congressional District


Hosted 100 government students from area high schools for Civics Day, where they heard from and questioned Representative Marlin Stutzman and then held a deliberative forum on how to fix American politics, April 21, 2014.

Led multi-part series “Candidate Bootcamp” for Young Leaders of Northeast Indiana (2013)

Community Memberships and Other Activities

President, Jewish Affairs Committee of Indiana
Member, Board of Visitors, Indiana Tech Law School
Coordinator, Fort Wayne International Affairs Forum
President of the Board, The Learning Community Childcare Center
Coordinator, Fort Wayne International Affairs Forum
President of the Board, The Learning Community Childcare Center
Member, Parkview Select Committee
Member, Indiana coordinating team for Representative Democracy in America
Member, History Center Board
Member in good standing, Indiana Bar Association
Member, Allen County Bar Association
Member, Board of Directors, B’nai Torah Congregation, Indianapolis
Member, 431 Foundation (now disbanded)
Judges, We the People high school, middle school, and elementary competitions
Testified before the Indiana State Legislature
Consulted with the Indiana Citizens’ Redistricting Commission
Reviewed Analysis of Impediments to Fair Housing for the City of Fort Wayne
Consulted with the League of Women Voters & College Republicans about candidate forums

Consulted potential candidates for office in the state of Indiana/Allen County.

Faculty Review committees at IPFW & Canterbury High School.

Provided interviews/external readings of junior research projects, Canterbury School.

**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.
Create a Stronger University Through Improving the Support of Stakeholders and Quality & Efficiency of the Organization

Service to the University

Presiding Officer, Fort Wayne Senate
Director, Pre-Law Program
Chair, General Education Subcommittee
Chair, University Resource Policy Committee
Chair, Education Policy Committee
Chair, Academic Computing and Instructional Technology Subcommittee
Member, University Tenure & Promotion Committee
Members, COAS Tenure & Promotion Committee
Presiding Officer & Chair of Executive Committee, College of Arts & Sciences
Director, Major Scholarships
Director, Mike Downs Center for Indiana Politics
Director, Certificate for Civic Education & Public Advocacy
Director, American Democracy Project
Faculty Member, Women's Studies Program
Faculty Member, International Studies Certificate
Coordinator, Future Faculty Teaching Fellowship with Indiana University Graduate School
Member, Professional Development Subcommittee
Member, Omnibus Committee
Member, Executive Committee, Women's Studies Program
Chair, Sub-Committee on Mission and Curriculum for COAS self-study 2012

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

Summary

The Department of Political Science has long had a successful mix of research, teaching, and service. The members of the department have been successful in terms of getting materials published and plans to continue to contribute to the creation of knowledge, including potential applied research contributions. Members of the department have involved undergraduates in research efforts or supported the individual efforts of majors to make presentations at professional meetings. The department has also been quite successful in its teaching function in terms of preparing students for successful applications for graduate programs and law schools and the careers that follow. Majors have obviously been well prepared for the LSAT and for the course of study. Majors from the department have an excellent record and have a long history of gaining admittance to law schools, including some of the best law schools in the country. The department will also continue to prepare majors and students with liberal arts backgrounds for careers regionally, nationally, and even internationally as it has in the past. Majors have been successful in achieving Fulbright Scholarships and Junior Fellowship at the Carnegie Endowment for International Peace. In all these areas the department will continue to foster student success.

Finally, the members of the department have been heavily involved in service activities in terms of leadership positions and committee assignments in the College of Art and Sciences and higher levels, community involvement, and (although not mentioned in the strategic plan) service to the discipline as indicated in the accomplishments part of this report. The department activities in the past and the objectives listed above will permit the department to contribute to the strategic goals of the university. It should also be noted in the service context that the pre-law adviser serves the entire campus and the local community. The position requires the adviser to interact with all kinds of majors as well as community members who are thinking about law school. In some cases, the position requires the adviser to provide a dose of reality to individuals who are not well-prepared to undertake the admission process.

The significant service and research accomplishments are highlighted by the fact that department members have heavy teaching loads. In the Department of Political Science a faculty member with a six course load would have a minimum of four different preparations per year, frequently five, and occasionally six. The teaching load issues are exacerbated by the fact that the department members also do NOT teach the same courses year after year. Further, the material for most political science courses is at least partially time sensitive, requiring constant updating.

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

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

NA

**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?

Nothing beyond normal laws against discrimination

**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.

None

**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/
IR data still does not take into account double majors.

IR data can take into account the number of graduates but it does not take into account the quality of preparation received. Political Science majors have done remarkably well in terms of gaining admission to graduate schools and law schools including admissions into quality law schools and graduate programs as has occurred in the past. Quality is as important as quantity. The quality of the program offerings for majors is also demonstrated by the fact that they are not only admitted but that they are admitted with either partial or full financial support. The quality issue is well demonstrated by the fact that the only two Fulbrights from the IPFW campus have been Political Science majors as well as the only Carnegie Junior Fellowship. Needless to say the student in question were especially bright, but the program of study in political science obviously prepared them well for the rigorous process involved in achieving these awards. Obviously, quality begets quality in terms of these admissions which cannot be captured by the IR data.

IR data cannot take into account that in small departments the average faculty member teaches multiple preparations. In the Department of Political Science a faculty member with a six course load would have a minimum of four different preparations per year, frequently five, and occasionally six. The teaching load issues are exacerbated by the fact that the department members also do NOT teach the same courses year after year.

Rubrics suggested for success at the campus level do not take into account the fact that many political science graduates will work beyond the region, including international activities.

IR data and enrollment figures cannot take into account the pernicious effects of dual credit programs run by other universities that lack controls for appropriate rigor. The legislatively mandated programs without adequate quality controls have had negative effects in COAS, including the Political Science department.

**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:

Goal is specific, however, unsure as to whether goal can be more ambitious (e.g., average of 5 years or less).

2. Comment on the goal’s measures:

Missing.

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

See specificity comment

4. Comment on the goal’s relevance:

Relevant

5. Comment on the timeline of the goal:

None specified

Possible opportunities for collaboration or suggestions for addressing a gap:

N/A

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

POLS majors will graduate in an average of 6 years or less (three-year rolling average)

**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.

Foster Student Success: by increasing retention and graduation

**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 as in past

**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?

No new

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

No new resources

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

Develop system for measuring the amount of time that majors are in program as well as amount of time in university to better calculate real graduate rates.

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

Continuous monitoring of graduation rates with an eye to detect downturns in rates that would suggest issues

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

This goal could be an opportunity to address student learning and assessment.

2. Comment on the goal's measures:

Additional information (e.g., definition of good acceptance rates and financial assistance) needed.

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

Unsure as to what consists of support for pre-law program.

4. Comment on the goal's relevance:

Relevant

5. Comment on the timeline of the goal:

Ongoing

Possible opportunities for collaboration or suggestions for addressing a gap:

N/A

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

75% of POLS majors who pursue post-baccalaureate education will be accepted to a program of choice with financial assistance (three-year rolling average)

**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.

Foster Student Success since such admissions will lead to post-graduation success; continue with what has been in effect a signature program with eventual strong job placement

**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 to prepare students for LSAT, GRE, and other tests by continuing rigorous course requirements to maintain past success.
Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

Acceptance rates and financial assistance for POLS majors pursuing post-baccalaureate education

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

Continued support for pre-law program

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

NA

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

Lack of support from parent campus for post-graduate careers

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

Continue as before in terms of preparing students for successful applications for further study.

**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:

   Good job with specifics of the goal.

2. Comment on the goal's measures:

   Metrics should mesh with goal.

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:

   Relevant

5. Comment on the timeline of the goal:

   Ongoing

Possible opportunities for collaboration or suggestions for addressing a gap:

N/A

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

90% of POLS courses will include at least one characteristic of a liberal arts education (three year rolling average) which can be accomplished by offering at least 4 general education courses each semester (two-semester rolling average)

**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.

Foster Student Success: Improve quality of program, improve general education*

*Although the value of a liberal arts education is not directly mentioned in the strategic plan, student success will result from obvious linkage between a strong liberal arts base to any quality education. High quality education reinforced by a liberal arts base will lead to quality job placement and career opportunities for IPFW graduates.

**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 as before in terms of providing a broad-based education that focuses on critical thinking, analysis, synthesizing, and organizing information that are parts of a liberal arts education as well as providing information on political science topics. The most basic element of a liberal arts education is teaching students how to think so that they can be successful in many different careers, including those not directly related to their majors.

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

Annual course mapping to characteristics of a liberal arts education and general education program in terms of courses meeting variety of objectives for knowledge and ethical behavior

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

No new

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

More support for COAS as core of liberal arts education

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

Need for support at all levels for the idea of a liberal arts education as opposed to vocational/job training approach.

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

Continuous oversight of course offerings to be sure that critical thinking, analysis, synthesis, and related skills remain part of the course offerings

**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:
   Include goal number of four publications

3. Comment on the unit's ability to achieve the goal (include a consideration of the departmental profile and budget data):
   Need definition of what “continue to support research” means
   Provide details on how much support is requested

4. Comment on the goal's relevance:
   Relevant

5. Comment on the timeline of the goal:
   Ongoing

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

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

Four “publications” per year with current staff levels* (three-year rolling average) because research informs teaching and teaching informs research including work with students

*Since books represent a more substantial investment in time and effort and constitute a more significant accomplishment, a book would count as three in this simple counting scheme as is frequently done in P&T documents where a book or three articles (or chapters) are considered equivalent. Also, if two department members co-author an article, chapter, or book, each author will be given credit for a publication towards the total. Co-authors within the department will be treated in the same fashion as co-authors from other departments or schools. Also included as relevant research would be presentations that involve 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.
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 to support research.

Support for travel and research (domestic and foreign) is important as well since this type of activity is often the equivalent of laboratory equipment in the natural sciences.

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

Published research includes books, chapters in books, articles, essays, and book reviews. Unpublished research includes papers read at professional conferences and research studies prepared for public and private institutions.

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

NA

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

Support for travel and research (domestic and foreign) is important as well since this type of activity is often the equivalent of laboratory equipment in the natural sciences. Support for databases used in social sciences. Recently, there has been a decline in such support.

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

Time for research with heavy service loads and multiple and changing course preparations for members of department.
**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Continuous production is an essential part of the role of university faculty

**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:
   - Very specific goal

2. Comment on the goal's measures:
   - Tweak to capture 90% of all majors

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:
   - Relevant

5. Comment on the timeline of the goal:
   - Ongoing

   Possible opportunities for collaboration or suggestions for addressing a gap:

   N/A

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

Continue to provide one on one advising for majors with 90% of all majors meeting with an advisor at least once per year

**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.

Foster Student Success: Increase student engagement

**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?

Continue as before to meet with majors on regular basis

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

Number of advising appointments

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

No new resources although fewer administrative demands on faculty would be helpful

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

Time

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

The ease that students can register on line to some extent limits contact, but small classes have meant that faculty get to know majors providing an effective bypass to an impersonal university experience.

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

Should be an ongoing goal to meet with and advise students.

**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:**
Indiana University-Purdue University Fort Wayne (IPFW)
Program Write-up with Task Force Comments

POLS Political Science

1. Comment on the specificity of the goal:

Does this goal overlap with the Mike Down Center for Indiana Politics?

2. Comment on the goal's measures:

See comment on goal specificity

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

See comment on goal specificity

4. Comment on the goal's relevance:

See comment on goal specificity

5. Comment on the timeline of the goal:

See comment on goal specificity

Possible opportunities for collaboration or suggestions for addressing a gap:

See comment on goal specificity

Question: Unit Goal - What is your unit goal?

Continue to provide community outreach: by having at least four panel discussions or CATV shows per academic year, 20 speaking engagements, and sponsorship of broadcast debates/forums (dependent on candidates and media partners)

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.

Serve as Regional, Intellectual, Cultural and Economic Hub: Intellectual and cultural

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?

Continue to schedule panels on current topics, to utilize various media to present programs, to be available to local media in all forms when requested to increase the exposure of the IPFW campus as well as to provide useful and necessary information to the public. In the past, the department members have been quite open to such media contacts and plan to continue to do so

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

Number of discussions, shows, speaking engagements, and debates/forums. In the past members of the department have been called upon for such community outreach activities beyond Northeast Indiana, and at times for international fora. Such actions should be noted when they occur.

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

Will continue as we have in the past with the current resources.

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

Continued access to university media connections.

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

Maintaining contacts with local media as their people come and go.

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

There is a continuing need for this type of community outreach.

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

More specifics/definition needed (e.g., offer, develop)

2. Comment on the goal's measures:

Recommend that clearer quantitative measures are established to 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):

Achievable

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?

One Honors course per academic year

**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.

Foster Student Success via Honors Program

**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?

Develop honors courses that can be offered in some form of sequence

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

Number of Honors courses offered per year
Question: Resources - Are you able to accomplish this unit goal with your current resources?

Same number of permanent faculty

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

Currently would not need LTL money, but such might be necessary in the future.

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

Sufficient number of honors eligible students to fill courses and time for faculty to teach a specific Honors course given commitments to majors and other service courses.

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

Begin to offer courses in 2015-2016

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.

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

Specific

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 even without the additional resource request

4. Comment on the goal’s relevance:

Relevant

5. Comment on the timeline of the goal:

Ongoing

Possible opportunities for collaboration or suggestions for addressing a gap:

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

At least 25% of POLS courses will include at least one characteristic of an internationalized curriculum (three-year rolling average)

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.

Foster Student Success: Internationalization of curriculum

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?

Continue as before to offer significant number of courses with international component. The international character of courses in international relations and comparative politics are obvious. Many political theory courses also have an international element.

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

Number of courses with internationalized characteristics (measures of this have been included in past annual reports and in some assessment reports for the department)

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

Eventually the department should have a tenure-track faculty member who can cover East and Southeast Asia.

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

Eventually the department should have a tenure-track faculty member who can cover East and Southeast Asia.

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

Maintaining coverage of major world areas while covering domestic topics in course

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?
Continuous monitoring of offerings to ensure that international components remain a significant part of department curriculum

**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.

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

Specific

2. Comment on the goal's measures:

Qualitative measures will need extra specificity to demonstrate how goal is achieved.

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:

Relevant

5. Comment on the timeline of the goal:

Ongoing

Possible opportunities for collaboration or suggestions for addressing a gap:

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

Continue innovative course offerings (new courses) and techniques in individual courses (simulations, moot courts, policy papers, 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.

Foster Student Success: Increase opportunities for and engaged and experiential learning

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

Low

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
Continue to develop classroom innovations as has been done in the past including simulations such as moot courts, requirements for the use of statistics in research papers, joint research with selected students, access to specific databases or online information, and other innovative techniques.

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

Develop means of collecting information on these activities and maintain ledger on such innovative techniques. Currently such information is not routinely collected. The first metric would be to develop a catalogue of such items.

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

No new

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

Additional resources could become necessary as department explores possible techniques that might be used

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

Time given other demands on faculty including multiple course preparations each semester

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

Such innovations need to be continuous and ongoing

**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?