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 Philosophy 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. Exemplary report!

**Program Summary**

**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)

Mission (i.e., what we do)

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

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

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

(Note. New mission-values-vision statements as proposed in the current self-study.)

**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.

A. Delivery, Quantity

Drawing upon the engaged, reflective, and flexible pedagogical ethos of its faculty, the Department of Philosophy (and Religious Studies) has made consistent efforts to develop and refine its engagement with processes contributing to the effectuation of curricular goals, especially in the areas of accessibility, of intercultural competence, and the benefits of a strong liberal arts education. When IPFW transitioned to new GenEd requirements, the department increased its number of qualifying courses from 14 (PHIL: 10 – REL: 4) to 21 (PHIL: 16 – REL: 5) and thereby increased its share in the core area (interdisciplinary) humanities—formerly areas IV and VI, now WOKs 6 and 7—from 15% to 20% (i.e., the department offers 1/5 of all courses in those areas). The numbers reproduced below demonstrate and highlight the crucial contribution our programs have made and will continue to make to the liberal arts and humanities education of all IPFW students.

A.1 Total Numbers

The department taught the following numbers of students (credit hour generation in parentheses):

- 2011–12: 3476 (10428),
- 2012–13: 3141 (9423),
- 2013–14: 2637 (7911),

Average 3085 (9254).

A.2 GenEd

The share and numbers of students in GenEd classes was as follows:

- 2011–12: 86%; 2,976 (PHIL: 2,233 – REL: 743),
- 2013–14: 97%; 2,551 (PHIL: 2,062 – REL: 489),

Average 90%; 2752 (PHIL: 2,156 – REL: 596).

More specifically, the department offered, on average, each academic year 13 different GenEd courses (PHIL: 9 – REL: 4) in 92 sections (PHIL: 74 – REL: 18). Numbers for COAS and esp. its Western and Non-Western requirements are difficult to state reliably due to the overlap with GenEd; suffice it to say that the department offers 6 such courses that do not overlap with GenEd (PHIL: 2 – REL: 4).

A.3 Honors Program

The department offered, beyond numerous H-options, each academic year 3 dedicated honors courses (usually: PHIL: 2 – REL: 1) and has (re-)submitted 6 for the new Honors Program (PHIL: 5 – REL: 1), incl. one candidate for a capstone course.

A.4 DCS
The department supported distance teaching as well as weekend college by offering, on average, each academic year 35 distance teaching sections (usually, PHIL: 25 – REL: 13).

A.5 Students First

The department supported student success and learning by teaching, on average, each academic year 7 independent studies.

A.6 New Courses

The department supported the currency and topicality of its curricular offerings by creating entirely new content for VT courses (7 times), developing 9 new courses (PHIL: 3 – REL: 6) and creating 1 new certificate (PHIL).

B. Delivery, Quality

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

B.1 Teaching Honors and Awards

3 distinctions: Faculty Fellow for the #mobileEDU iPad (Lazier 2011, 2012); COAS Enhancement of Learning Award (Lazier 2012).

B.2 Course Development Grants

4 grants: #mobileEDU special grant iPad required pilot course (Lazier 2011); #mobileEDU Proof of Concept Grant (Lazier 2012); UC2 Remnant Trust Award (Spath 2013); Honors Program Course Re-Development Grant (Ohlander 2013).

B.3 Teaching excellence


B.4 Support of other programs

The department offers 4 courses mandatory for the following 9 programs:

• PHIL-11000 “Intro to Philosophy” or PHIL-11100 “Ethics:” Human Services (B.S.);
• PHIL-11100 “Ethics:” Business (B.S.B.), Business Economics and Public Policy (B.S.B.), Hospitality Management (B.S.), Management and Administration (B.S.B.), Marketing (B.S.B.);
• PHIL-31200 “Medical Ethics:” Dental Hygiene (B.S.);
• PHIL-35100 “Philosophy of Science:” Secondary Education-Earth and Space Science (B.S.Ed.), Physical Science Teacher Certification – Chemistry.

20 more courses (PHIL: 16 – REL: 4) are listed as recommended classes for the following 7 programs: Human Services (B.S.), Public Affairs (B.S.P.A.), Medieval Studies Minor, Ethnic and Cultural Studies Certificate, Gerontology Certificate, International Studies Certificate, Lesbian, Gay, Bisexual, and Transgender (LGBT) Certificate. Other courses are cross-listed with Liberal Studies and Women Studies. Furthermore, when opportunity knocks, the Department is happy to engage with and support non-recurring activities, too (e.g., UC2 or Helmke Library “Muslim Journeys”).

B.5 Internationalization

The department contributes to IPFW's efforts towards more internationalization and globalization by its 12 course offerings in Western (PHIL: 4 – REL: 3) and in particular Non-Western traditions (REL: 5) as well as its summer exchange program with Strasbourg.

C. Delivery, Assessment

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

C.1 Assessment

The department has begun the implementation of new program-level assessment tools; for philosophy these include an external, nationally recognized and standardized “Critical Thinking Test” as well as a pre-graduation “Philosophy Knowledge Test,” portfolio building and evaluation; for religious studies this includes a pre-graduation “Religious Studies Knowledge Test.”

C.2 Advising

The university-wide adoption of myBlueprint has been a blessing for a much improved (i.e., continuous, targeted, and pro-active) advising. Advising time spent with students has multiplied since and, with improved access to relevant data, has in a number of cases even led to the recommendation no longer to pursue a major in philosophy (rather than, say, General Studies).

D. Campus Life

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

D.1

Social and more informal but no less important interactions among faculty and students we fostered by semi-regular “beginning-” and “end-of-the-academic-year” parties, formal and informal meetings with the Philosophy Student Club, as well as common undertakings (say, conference travel or an informal jor fixe at Old Crown).
Indiana University-Purdue University Fort Wayne (IPFW)
Program Write-up with Task Force Comments

PHIL Philosophy

**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.

**A. Creative Endeavors**

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

**A.1 Books**

A total of 7: Butler (2), Dixie (2), Elsby, Ohlander, Schwab.

**A.2 Book chapters and journal articles**

A total of 26: Buldt, Butler (2), Elsby (4), Lazier (2), Muntean, Ohlander (6), Schwab (9), Strayer.

**A.3 Miscellaneous**

A total of 65: 4 encyclopedia entries (Ohlander (4)) – 19 reviews (Buldt (12), Muntean, Ohlander (2), Schwab (3), Strayer) – 2 miscellanea (Buldt, Schwab) – 1 lesson plan (Ohlander) – 40 art works (Strayer (40)).

**A.4 Professional presentations**

A total of 72: Buldt (6), Butler (3), Caseldine-Bracht (6), Elsby (2), Lazier (15), Long, Muntean (13), Ohlander (4), Schwab (20).

**B. Professional Cooperation and Service**

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

**B.1 Editorial responsibilities**

Faculty work as (co-/subject) editor for a total of 4 different journals 4 (Butler, Dixie, Ohlander (2)) and for 3 editorial projects (Buldt (2), Dixie).

**B.2 Conferences**

Faculty serve on a regular basis as panel member, session or program chair, regionally, nationally, and internationally (Buldt, Ohlander); moreover, faculty have (co-)organized 10 conferences (Buldt (7), Butler (3)).

**B.3 Professional Service**

Faculty serve on a semi-regular basis as referees for journals, publishers, or conferences (Buldt, Ohlander, Schwab), grant-giving institutions (Buldt, Ohlander), MA or PhD theses (Ohlander, Schwab), external P&T cases (Buldt, Ohlander). This includes, among others, solicited peer-reviews from a total
PHIL Philosophy

of 11 different top-tier journals alone for the reporting period. Noteworthy is also the cooperation with the graduate program of the “Mt. Sinai School of Medicine” (Schwab).

C. Student Research and Engagement

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

C.1 Student research

Majors are now required to complete a capstone essay and give it an oral defense during a meeting of the Philosophy (Student) Club; 2 student papers were presented at regional conferences (Butler U, Western Michigan U); 1 undergraduate essay award (Indiana Philosophical Association).

C.2 Participation in events

Involvement in on-campus conferences and workshops (8 times); attending the spring and/or fall meeting of the Indiana Philosophical Association (6 times); regular Student Club meetings, both on-campus and academic as well as off-campus and social.

D. Professional Community Service

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

D.1 Information resource (professional)

Numerous telephone interviews with newspaper or radio stations (Butler, Ohlander, Schwab).

D.2 Committee service (professional)

Member, Allen County Ethics Commission (Schwab); Chair, POST and Respecting Choices Implementation in Northeast Indiana (Schwab); Member, Ethics Committee, Lutheran Hospital (Schwab); Member, Ethics Committee, St. Joseph Hospital (Schwab); Member, Lutheran Health Network Institutional Review Board (Schwab); Member, Indiana Patient Preferences Coalition (Schwab); Leader, CONFLUENCE: Northeast Indiana Interfaith Alliance (Spath); Director, Indiana Center for Middle East Peace (Spath).

D.3 Other service (not necessarily linked to research expertise; selection only)

Chair, Legacy Task Force (Dixie); chair, Board of Public Safety (Dixie); chair, Fort Wayne Community Schools Scholarship Committee (Dixie); member, Community Transformation Team of the Metro YMCA (Dixie); board member, Fort Wayne Urban League (Dixie); founding board member, Thurgood Marshall Leadership Academy (Dixie); founding board member, Bedrock Youth Academy (Dixie); chair, Fort Wayne Urban League, member of Finance and Youth Education Committees (Spath).

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

1. Teaching mission

Serving as an intellectual and cultural hub is part of our teaching mission.

2. Intellectual contributions

Regular newspaper open-eds (Schwab); “Native Tongue” speaker series (Dixie); exhibit “Muslim Journeys” (Dixie, Ohlander, Spath); discussion panel member (Schwab); see also D.1 and D.2 above.

3. Cultural contributions

Artist exhibition (Rice, Strayer); cultural exhibit (Dixie); discussion panel member (Butler, Dixie, Spath); popular lectures (Dixie, Spath); preaching (Decker, Spath); see also under 2 above.

**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.

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

1. Support

Faculty serve in many varied roles in school and university-wide committees. *(i) campus-level: #mobileEDU Advisory Committee (Buldt); IRB liaison (Schwab); P&T (Buldt); Purdue Grievance (Buldt, Butler, Ohlander); Purdue systemwide online (Buldt); SPARC (Buldt, Schwab); USAP (Schwab); Faculty Senate (Dixie, Schwab);* *(ii) college-level: Chair review (Ohlander); Dean Search (Ohlander); Faculty Affairs (Ohlander); Faculty Council (Buldt, Dixie); Honors Banquet (Schwab); Program Review (Ohlander, Schwab); UC2 (Buldt, Spath).*

2. Efficiency

The department has made great strides towards increased efficiency by optimized class scheduling.

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

n/a

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

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

n/a

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

n/a

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

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

n/a

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

n/a

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

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

- Inefficient spendings
  
  Telephone lines are ridiculously expensive.

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

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4/29/2015 7:31:01 AM
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/

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

**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:
   - High

2. Comment on the goal's measures:
   - Appropriate

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data)
   - Likely, although producing consensus will affect this goal

4. Comment on the goal’s relevance:
   - High

5. Comment on the timeline of the goal:
   - None

Possible opportunities for collaboration or suggestions for addressing a gap:

- None
**Question:** Unit Goal - What is your unit goal?

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

**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.

**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?

- Explore department level LOs in similar departments at different institutions.

- Produce consensus view on appropriate department level LOs (through additional meetings of the committee of the whole).

- Develop a plan for assessing these LOs.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
• The existence of consensus LOs for the department.
• The articulation of a plan of assessment for these LOs.

**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?

Gaps in faculty expertise will likely produce gaps in the articulated LOs.

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

n/a

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

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

2. Comment on the goal's measures: 
Appropriate

3. Comment on the unit's ability to achieve the goal (include a consideration of the departmental profile and budget data): 
Likely; however, the goal is dependent on returning a faculty line (specifically for the goal) in addition to humanities' role in the college and strategic plan

4. Comment on the goal's relevance: 
High

5. Comment on the timeline of the goal: 
Appropriate if the faculty line returns

Possible opportunities for collaboration or suggestions for addressing a gap: None

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

Restore, normalize, and enhance the offering of courses in Asian religious traditions within the context of the department’s religious studies program.

**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.5** Invest in academic programs with international curricula.
- **I.C.8** Respond to regional demand with appropriate post-baccalaureate credentials.
- **I.D.2** Embrace a definition of diversity which includes a broader array of human differences.
**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?

- Secure the return of the faculty line previously employed to address the substance of this goal.
- Once the necessary faculty line has been secured and filled, continue to market, integrate, and expand course offerings in the subject area.

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

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

**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?
PHIL Philosophy

The return of the faculty line previously utilized to address this goal.

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

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

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

If the necessary resources are returned to the department this goal could be implemented and then accomplished over the course of two academic 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:**

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PHIL Philosophy

1. Comment on the specificity of the goal:
   High

2. Comment on the goal's measures:
   Clear

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

4. Comment on the goal’s relevance:
   High

5. Comment on the timeline of the goal:
   Appropriate

Possible opportunities for collaboration or suggestions for addressing a gap:

COAS Dean, Vice Chancellor for Academic Affairs, and all other Deans to explore faculty incentives

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

Support, recognize, and reward research.

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

- II.A Project future regional, national, and international demand for research and collaboration.
- II.C Promote the development of opportunities for faculty and student engagement with the community for the application and integration of knowledge.
- III.A Expand meaningful collaborations and research opportunities with regional, national, and global partners.

**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?

- Support the work of research active faculty through appropriate and sustained access to professional development funds and flexibility in teaching loads.
- Recognize faculty achievement in research through departmental merit policies, appraisals in annual reviews, and reporting to appropriate channels.
- Reward the work of research active faculty through a rotating course release.

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

- The sustained production of scholarly products which meet the specific quantitative and qualitative expectations for research active faculty defined in the department's governance documents by 100% of classified faculty.
- The granting of tangible recognition of achievements in this area to 100% of classified faculty deserving of such recognition.
- Scholarly participation in high impact team projects with colleagues at other universities or with community partners by at least 25% of classified faculty.

**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?

Tangible recognition of achievements in this area has been made largely impossible in the last number of years due to blanket administrative policies at the campus level. As such, alternative arrangements rewarding faculty achievement in this area, past and future, such a rotating course release would need to be approved by the dean of COAS and perhaps by the VCAA.
Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

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

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

This will be an ongoing goal. However, given the demonstrated and sustained productive capacities of the department's research active faculty, this goal could easily be met in a year's time depending on how the challenges identified above might be addressed.

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:

High

2. Comment on the goal's measures:

Clear

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

Dependent on an additional permanent faculty member and budget

4. Comment on the goal’s relevance:

High but priority should be given by the Vice Chancellor for Academic Affairs

5. Comment on the timeline of the goal:

Appropriate but would benefit from being time bound

Possible opportunities for collaboration or suggestions for addressing a gap:

Office of Development for fundraising and/or sponsorship assistance
**Question:** Unit Goal - What is your unit goal?

Globalize and diversify the curriculum.

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

- I.B.1 Increase opportunities for engaged and experiential learning including service learning and internship programs.

- I.B.2 Expand impact and profile of Honors Program.

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

- I.B.5 Transform the concept of the college classroom and the delivery of education.

- I.D.3 Build and strengthen relationships, proactive programs and services designed to encourage enrollment of students from historically under-represented groups.

- 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.

**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?
PHIL Philosophy

• Revise syllabi to increase globalization and diversifications of curricular offerings; add new courses where revision is not deemed sufficient.

• Bring guest speakers into the classroom both from inside and outside the department, including from off-campus or other institutions.

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

• Syllabi: Set target range at 1–2 syllabi per year; assess whether target was achieved. (Note: individual instructor syllabi, not all syllabi for all sections of a given course).

• Speaker: Set target range at 1–2 outside speaker per year; assess whether target was achieved.

• Begin a six year targeted assessment of perceived benefits and enrollment comparison to determine whether students pick up on such curricular changes.

• Monitor enrollment in the major and minors.

**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?

• Another permanent faculty member to increase diverse faculty specialization.

• A modest budget for bringing in speakers from the community or nearby institutions.

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

- Existing faculty workload and demotivation due to lack of merit incentives (salary increase seems a tale from ages past)
- Lack of permanent faculty

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

Best conceived as an ongoing goal.

**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:

High

2. Comment on the goal's measures:

Clear

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

Likely, although additional funding is required

4. Comment on the goal’s relevance:

High

5. Comment on the timeline of the goal:

Appropriate

Possible opportunities for collaboration or suggestions for addressing a gap:

Office of Development for fundraising and/or sponsorship support in addition to those already mentioned in report

**Question:** Unit Goal - What is your unit goal?
Organize and host at least one workshop, symposium, or conference each academic year related to the scholarly expertise of the department’s faculty.

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

- I.D.1 Develop activities and experiences that promote multiculturalism as a value.
- II.B Promote mentoring relationships between faculty and students engaged in creation, integration, and application of knowledge.
- II.C Promote the development of opportunities for faculty and student engagement with the community for the application and integration 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.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.

Medium

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

- At least once per academic year, the department will support the organizing and hosting of at least one workshop, symposium, or conference in which matters of concern to the broader fields of scholarly inquiry in which its faculty are experts and active participants are examined in a productive manner.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
• The organizing and hosting of at least one such event each academic year.
• The active involvement of students in the organizing and hosting of each event.

**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?

Depending on the scope and nature of the event in question, the department will likely require some form of financial assistance in the form of cost sharing from other sources such as COAS, OAA, or RESP, as well as support for student participation (e.g., a work study student).

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

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

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

While this will be an ongoing goal, the department will endeavor to accomplish its first instantiation in the coming academic year.

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

**Task Force:**

1. Comment on the specificity of the goal:
   - High

2. Comment on the goal's measures:
   - Clear

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

4. Comment on the goal's relevance:
   - High

5. Comment on the timeline of the goal:
   - Appropriate, although the number of converted syllabi can and should be measured each academic year

Possible opportunities for collaboration or suggestions for addressing a gap:

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

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

**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.

Medium

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

- With some emphasis on GenEd courses, convert syllabi for courses to include teamwork and group projects.

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

- Set target range at 1–2 syllabi per year.
- Assess whether target was achieved.

(Note: individual instructor syllabi, not all syllabi for all sections of a given course).

**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?

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

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

A span of five years seems reasonable.

**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?
PHIL Philosophy

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?
Indiana University-Purdue University Fort Wayne (IPFW)
Program Write-up with Task Force Comments
PHIL Philosophy

**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?

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

**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?
PHIL Philosophy

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