Program Write-up with Task Force Comments

VCD Visual Communication and Design

Program Summary

**Task Force:** Thank you for the work that went into this report. Through the USAP process, we are working to create at IPFW a culture of continuous improvement, and we think that setting specific and measurable goals is an important part of getting individuals and units at IPFW to think differently about planning and the future. Would focus efforts on ensuring listed goals are broken down into manageable, achievable steps which can be easily recognized when achieved. In general, goals are good and seem relevant, but action steps are vague. Does not ask for a lot of resources.

**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)

**Department of Visual Communication and Design (VCD) Mission:**

- Educate students and the community in the areas of applied art, design, and related technologies
- Offer exceptional professional degree programs that combine creative development in a design discipline with career preparation
- Offer the Bachelor of Fine Arts (BFA) degree with concentrations in Graphic Design, Imaging and Photography, and Modeling and Animation, as well as Bachelor of Science (BS) degree in Interior Design

**VCD Values:**

- The pursuit of knowledge in an environment that encourages free and open inquiry
- The cultivation of creativity
- The highest academic, artistic, and ethical standards
- Artistic and scholarly collaboration
- Interdisciplinary inquiry and scholarship
- The professional commitment, innovations, and accomplishments of faculty and staff
- Partnership with the community to enhance cultural, creative, and intellectual life of the region
- Intellectual diversity

**VCD Vision:**

VCD will continue to be a regionally recognized and nationally accredited art and design department known for its national/regional impact and:

- Excellence, value and accessibility of its training programs
- Its exceptional academic curricula and facilities that foster unique teaching, learning, and student environments
- Scholarly and creative accomplishments of its faculty, students, and staff
- Contributions to the quality of artistic and creative life of the region

**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.

IPFW will improve the quality and fidelity of its assessment process and effectively utilize data to improve student learning outcomes through the continuous improvement of course, curricular, and co-curricular offerings. We will increase student participation in high-impact instructional practices and advising interventions, support the development of activities and experiences that celebrate multiculturalism and the broad array of human differences, and promote programs featuring international and interdisciplinary curricula.

- Through the self-study process for first-time accreditation, the Department of Visual Communication and Design completed and implemented a total redesign of its curriculum, which better addressed the structure of the BFA degree and its purpose in the larger university environment.
- Significant refinements have occurred in the department’s public displays, exhibitions and symposia, as well as in its internship program, which encourages student involvement with solving professional tasks in the corporate world.
- Involvement of local industry leaders and nationally known professionals from other universities on panels of judges to adjudicate VCD students’ culminating BFA exhibitions, which have systematically elevated the department’s profile and reinforced teaching methodologies.

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.

IPFW will expand the production of high-quality and high-impact scholarship by students, faculty, and staff.

- VCD faculty and staff have documented the colorful lives of the people of Cienfuegos in the Dominican Republic, and engaged in field research in Cuba to investigate the expression of indigenous African iconography in contemporary Afro-Cuban art and design.
- A VCD faculty member has published two peer-reviewed textbooks that have been adopted by universities across the USA. These books integrate research and scholarly inquiries.
- A VCD faculty member presented peer reviewed scholarly research and pedagogical research papers at national conferences.
- A VCD faculty member has published three graphic novels, which are in national circulation.
- VCD faculty members have received RESP grants to engage in conceptual photography exhibitions, and Indiana University New Frontier Travelling Fellowship to undertake collaborative, modeling and animation research in Chile.
- VCD faculty members have successfully presided over self-owned businesses serving global clients, and utilized vast experiences acquired therefrom to energize their classroom teaching.
- VCD students have routinely secured high-powered design and photography employment immediately upon graduating from IPFW. One of our students was even hired as director by a major advertising agency in Fort Wayne.

- VCD students won the $1,000 prize in The Pitch, a design competition between regional universities, to rebrand the Fort Wayne Three Rivers Festival. The competition was organized by the American Advertising Federation.

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.
IPFW will expand collaborations with regional partnerships in government, social service, and business sectors. We will provide leadership in regional economic development efforts as well as provide access to outstanding intellectual, cultural, and artistic programming.

- VCD faculty and staff have presented scholarly papers at international/academic conferences in Athens, Greece; Rome, Italy; Granada, Spain; Madrid, Spain; Poznan, Poland; Los Angeles, CA; Orem, UT; and Valparaiso, Chile.
- A VCD faculty member participated in the International Animation Festival of Annecy, France and won a residency award.
- VCD faculty members participated in major regional and national photography exhibitions.
- VCD imaging and photography students have received grants for international, travel.
- A VCD student has become a prominent graphic designer in San Francisco, becoming the poster girl for the San Francisco Film Festival, while another became an integral component of the Denver creative scene for redesigning the Broncos brand.

**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.

IPFW will establish a culture of assessment through a set of appropriate performance metrics for all units as well as an integrated system of program reporting, review, assessment, and accreditation that is aligned with institutional performance metrics. We will establish priorities for resource allocation in order to create, expand, merge, or reduce activities as appropriate.

- Achieved NASAD accreditation, a robust attestation that VCD has met performance metrics and standards as established by this esteemed, national accrediting body.
- The department’s public exhibitions have consistently drawn standing room only crowds during opening nights. Examples: The BFA fall and spring 2014 exhibition openings drew an unprecedented total of 1,175 guests.
- The Interior Design Program’s BS Senior Exhibition, mandated by the accreditation, has been a successful annual event since 2011.
- Our stakeholders, the viewing public, acknowledge significant learning successes in VCD student learning. Examples: (a) A guest from Philadelphia, PA (Christopher Ported) wrote, “Coolest exhibit I’ve seen in a long time – what a way to promote graphic design and marketing!” (b) IPFW Chancellor Vicky Carwein wrote, “Fantastic as always! Such incredible talent at IPFW!”.
- Collaborated with local businesses in a partnership context. Students provided professional standard graphic and electronic design or photography while the community partner provided the real-life work environment to the student.

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

- Successfully integrated Interior Design program into VCD
- Successfully migrated foundation drawing class to FINA to strengthen VCD foundation drawing and improve synergy of VCD and FINA students
- Experiencing increase in students’ interest in graduate study, in a quest to deepen and expand their fluency in contemporary design discourse.

**Criterion:** #3: Accreditations - Program specific accreditation and status
Accreditations - What program-specific accreditations and status do you have, if any?

- Associate initial National Association of Schools of Art and Design (NASAD) membership (five-year review slated for 2018)

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

- Provision of a basis for public recognition of VCD
- Imposition on the department the responsibility for continual effort to strengthen the curriculum and improve student retention
- Elevation in faculty pride, especially when meeting with peers at conferences

Laws and Mandates - Federal and state laws or mandates that your unit addresses

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

- Degree maps that require students to complete 120 credit hours to complete their Baccalaureate degree.
- Title IX that prohibits exclusion of any person, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.

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

- They benefit our work in VCD by enabling us to successfully map student progress and strengthen persistence. VCD's innovative “Advising Marathon” is a vivid example.
- With the collaboration of the Office of Institutional Equity, discriminatory practices are eradicated from recruitment and retention practices.

Inefficiencies - Activities that you spend resources on inefficiently or in ways that do not support the mission.

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.

VCD is forced to allocate 25% of its meager S&E budget to subsidize remuneration for federal work-study students.

IR and Budget Review - Review of your department profile and budget

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/

- VCD’s LTL budget falls short of what is needed.
- Despite VCD’s unprecedented growth in enrollment and increasing funding needs for faculty research and creative endeavor, the S&E budget has remained unchanged since the founding of the department.
- The transfer of the Interior Design program to VCD has significantly increased budgetary needs, but the corresponding transfer of funds has been paltry.

**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:

Unclear

Goal sounds fine, but action steps are unsatisfactory (only one is listed and it does not really align with goal).

2. Comment on the goal's measures:

Numbers?

Too limited. How about #s of students? Student satisfaction, etc.?

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

No resources needed

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?

1. Participate in more regional student design competitions.
Indiana University-Purdue University Fort Wayne (IPFW)
Program Write-up with Task Force Comments

VCD Visual Communication and Design

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: B.5, E.3
• Promote the Creation, Integration and application of knowledge: B, C

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

I.E.3. Build and strengthen relationships with regional partners to increase research and scholarly collaborations in signature programs.

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.

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?

Embed relevance and benefits of design competitions in the instructional process.

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

Verifiable number of competitions students have engaged in.

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?

None
Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

The process will be continuous and we will report progress annually.

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:

Unclear what the goal involves

Again, goal sounds good, but action steps are unsatisfactory.

2. Comment on the goal's measures:

Numbers?

Enrollment is good, but what is class availability metric?

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

Need additional LTLs

4. Comment on the goal’s relevance:

Unclear

5. Comment on the timeline of the goal:

Appropriate, assuming funding arrives

Possible opportunities for collaboration or suggestions for addressing a gap:

Question: Unit Goal - What is your unit goal?

2. Integrate Interior Design program into VCD curriculum offerings

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: C1, E1

I.C.1 Develop and promote interdisciplinary programs where there are sufficient university assets available and anticipated employment needs.

I.E.1. Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions.
**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?

Integration of Interior Design courses with all VCD program

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

- Annual data collection regarding Foundation enrollment.
- Monitoring of class availability

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

No

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

Additional funding to hire 2 LTL faculty.

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

Increased potential classroom need

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

3 years estimated to accomplish goal:

- First year: Implementation
- Second year: Assessment
- Third year: Changes as determined by assessment

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

Clearly defined objectives would improve

Goal is good. Action steps could be clearer.

2. Comment on the goal’s measures:

Seem somewhat unrelated

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

No resources needed.

4. Comment on the goal’s relevance:

Possibly 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?

3. Offer more evening and weekend classes to accommodate working 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.

Foster Student Success: D1, D2, D3

I.D.1. Develop activities and experiences that promote multiculturalism as a value.

I.D.2. Embrace a definition of diversity which includes a broader array of human differences.

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

**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?
• Implement policy for monitoring class waitlist and the need for additional sections.

• Dynamic rotation of classes

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

• Student survey to determine rotation frequency

• Administer survey during Advising Marathon done each semester

• Monitor class enrollment of evening and weekend classes

**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?

None

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

None

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

N/A

**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:

Clear

Yes, clear, but need more action steps.

2. Comment on the goal's measures:

Apparently unrelated

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

No resources needed

4. Comment on the goal's relevance:

Unclear

Sounds relevant to me, but they could make a better case for it.

5. Comment on the timeline of the goal:

None given.

Possible opportunities for collaboration or suggestions for addressing a gap:

IT, engineering or computer engineering, marketing (could include some sort of internships with them, or help them with projects )

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

4. Create a second level Web Design course to better prepare students on social media needs of the workplace

**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 B1, E, E2, E4

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

I.E. Process Goal: Develop signature programs

I.E.2. Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects.

I.E.4. Promote majors and programs with strong job placement opportunities in the region and beyond.
**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?

- Develop course content for Web Design II as a hybrid
- Include in VCD curriculum

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

Administrative approval process

**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?

None

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

N/A

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

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

Related to 2018 review?

2. Comment on the goal's measures:

Not clearly related and unclear how these are quantitative

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

No resources needed

4. Comment on the goal’s relevance:

Likely relevant, but unclear

I think it is very relevant for VCD to implement the recommendations of its accrediting body.

5. Comment on the timeline of the goal:

Ongoing

Timeline is a bit vague, but satisfactory.

Possible opportunities for collaboration or suggestions for addressing a gap:

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

5. Revisit the VCD Foundations program to implement NASAD recommendations

**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: A1, A2, E1, E2

• Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness: C

I.A.1. Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources.

I.A.2. Use assessment data to improve student learning.

I.E.1. Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions.

I.E.2. Develop activities and experiences that promote success in student achievement through programs with strong student learning outcomes, high graduation rates, and strong job placement prospects.

III.C. Produce and sponsor outstanding cultural and artistic programming.

**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?

- Ongoing assessment through VCD/FINA Foundations Curriculum Committee.

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

- Feasibility study of recommendations and successes of those recommendations in the VCD curriculum.

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

2 Years
- Year I: Assess recommendation
- Year II: Implement recommendation

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: 1. Comment on the specificity of the goal:

Clear, however when reviewing actions we aren’t sure whether this is an existing event that you wish to continue supporting or if you are truly just starting.

2. Comment on the goal’s measures:

Ok, however must have a certain minimum # of submissions and participating high schools to consider the event successful. Otherwise why do it????

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

No resources needed, but will need HS cooperation.

4. Comment on the goal’s relevance:

 Possibly relevant

5. Comment on the timeline of the goal: No timeline listed, possible the result of having poor metrics. Should have goals of participation with metrics and growth on a timeline.

No timeline listed.

Possible opportunities for collaboration or suggestions for addressing a gap:

Question: Unit Goal - What is your unit goal?

6. Start an annual High School Art and Design Juried Exhibition and an Awards Ceremony in order to enhance our recruitment efforts.

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: D1, D3, E3, E4
• Promote the Creation, Integration, and application of Knowledge: C
• Serve as a Regional Intellectual, Cultural, and economic Hub for Global Competitiveness: C

I.D.1. Develop activities and experiences that promote multiculturalism as a value.

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

I.E.3. Build and strengthen relationships with regional partners to increase research and scholarly collaborations in signature programs.

I.E.4. Promote majors and programs with strong job placement opportunities in the region and beyond.

II.C. Promote the development of opportunities for faculty and student engagement with the community for the application and integration of knowledge.

III.C. Produce and sponsor outstanding cultural and artistic programming.

**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 host and promote event with regional high schools
• Continue to host and promote our annual juried high school awards ceremony

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

• Number of student submissions
• Number of participating high schools
• Measure the number of attendees at opening receptions

**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?

None

**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:** #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:

Clear

2. Comment on the goal's measures:

Measuring number of enrolled students is necessary, however this lacks specificity as to how department will know when goal is achieved.

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

Unclear…appears that engagement is needed of outside resources? Engagement of Administrative Assistant, is this a new position or adding additional expectations to a current Admin Assistant?

4. Comment on the goal's relevance

Unclear. As we saw in senate, there is some concerns among faculty regarding a tendency to push new degrees. There would need to be clear indication of a demand for this. It is our understanding that some master's programs here at IPFW are money losers. Without better financial reporting we are unable to state this with certainty, however understanding the overall benefits to IPFW of new degrees should be considered.

5. Comment on the timeline of the goal:

Listed as N/A…having an expected implementation date for the goals achievement seems necessary

Agree. This is a very ambitious goal.

Possible opportunities for collaboration or suggestions for addressing a gap:

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

7. Offer a Low Residency MFA Program in Graphic Design
**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: E1, E3
- Promote the Creation, Integration, and Application of Knowledge: A, C
- Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness: A, B, C, E, F

**I.E.1.** Identify and develop signature programs that respond to regional needs, build on faculty expertise, and uniquely distinguish IPFW from other institutions.

**I.E.3.** Build and strengthen relationships with regional partners to increase research and scholarly collaborations in signature programs.

**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.

**III.B.** Provide access to outstanding intellectual programming.

**III.C.** Produce and sponsor outstanding cultural and artistic programming.

**III.E.** Provide leadership in regional economic development.

**III.F.** Serve as an exemplar of free and open discourse.

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

High

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

Continuous contact within the national and international graphic design communities through American Institute of Graphic Arts (AIGA), College Art Association (CAA), International Council of Design (ico-D) and International Design Alliance (IDA)

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

Annual data collection of MFA enrollment

**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?

- Engagement of national and international experts as online project reviewers
- Engagement of national design thinkers as rotating guest speakers during summer student residencies
- Engagement of Administrative Assistant

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

None

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

N/A

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