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 Education and Public Policy is critical to IPFW and we greatly appreciate the time you spent on this significant endeavor.

Your report reveals that the School struggles to function effectively/maintain its accreditations with the resources it has and you also provide evidence that unit leaders have worked hard to maximize efficiency in lean times. 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)

All programs and services offered through CEPP prepare graduates to improve the quality of life in their communities by working as educators, counselors, health service administrators, and serving in fields of criminal justice, environmental policy, legal studies, and public management. In a proportional blend of classroom instruction and application of new knowledge through field experiences, the knowledge, skills, and dispositions of CEPP graduates reflect the vision of the CEPP “to promote the common good in the dynamic arenas of education and public policy.”

Aligned with the IPFW intent to provide local access to programs recognized well beyond the region, CEPP graduates hold licenses and credentials that are transferable among many states, thereby extending the reach of their intellectual, social, and economic impact. Because of the quality of their professional training experiences, they build the positive name of IPFW as they work in their chosen fields.

**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.
All programs within the CEPP submitted self-study reports to their respective accrediting bodies. Each self-study identified practices reflective of the accrediting body standards and included evidence of accomplishments as required by the accrediting body. The education unit hosted a Focused Visit that resulted in full accreditation by NCATE/CAEP through Spring 2019. Public Policy programs were affirmed by NASBAA with the expectation of continued discussion regarding ongoing standard requirements. The counseling program’s self-study was returned by CACREP for resubmission after additional counseling faculty have been added to the program. A search for a counseling faculty member is currently in progress with the expectation that the self-study will be resubmitted within the next year.

Advising practices within CEPP were redefined or realigned to ensure that all students receive appropriate academic advising, professional mentoring, and licensing advising when appropriate. To provide timely and accurate advising for teacher education candidates, even as the state is frequently changing requirements for educators, the EPIC Center was created and staffed with advisors who remain in close communication with the Indiana Department of Education regarding course and licensing examination requirements.

For all CEPP programs, authentic field experiences to prepare candidates for their professional responsibilities have been expanded. In the last three years, Resident School opportunities have been created for undergraduate education candidates for them to observe or begin teaching in a select school for multiple semesters. The result is that teacher candidates develop a comprehensive understanding of the requirements of P-12 teachers and professional reputations that increase their potential to be hired as a professional teacher.

The Counselor Education program inducted students into the new Chi Eta Sigma Counselor Education honor society. The program also won the North Central Association for Counselor Education and Supervision Innovative Counseling Program Award.

**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.

- CEPP faculty have published more than 100 books and articles and have made more than 100 presentations at international, national, or state/regional conferences.
- Education faculty served as consultants for the Indiana Department of Education testing program as members of panels to examine licensing examination questions and recommend minimum passing scores.
- CEPP faculty serve on numerous state, national, and community boards and organizations associated with their respective areas of professional interests. These include professional organizations, Vision 2020, Big Goal Collaborative Educational Leadership Council, United Way, Hoosier Family of Readers, Indiana Early Childhood, Family Engagement, and similar groups.

**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.

- In recognition of the IPFW 50th Anniversary and the CEPP mission to Do Public Good, the Fall 2014 CEPP Retreat included a panel of three distinguished alumni (Dr. Ken Folks, Superintendent of the East Allen County Schools; Mr. Jim Anderson, Director of the Fort Wayne Children’s Zoo, and Mr. Ron Buskirk, Director of Security for the St. Joseph Hospital system) to reflect on the importance of public leadership and the contributions of their organizations to the public health of the region.
- Special Education faculty provided consultation to local schools and community training on autism.
- Counselor Education provided 6840 hours of free counseling services for regional individuals and families through the IPFW Community Counseling Center.
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.

• To build mutual benefit between CEPP and the professional partners associated with CEPP programs, expanded advisory groups now meet on a regular basis. For the education unit, a Unit Advisory Council meets three times a year to review student assessment data and provide feedback to academic programs.

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

The most significant accomplishment of the last three years was the transformation of CEPP work units from independent to coordinated programs. The 2012-13 school year was the first year of operation for the new College of Education and Public Policy requiring the blending of two different financial and support system structures (the former School of Education had a centralized structure with most resources located in the Dean's Office). With significantly reduced staffing levels due to position freezes and RIFs, the future of CEPP relied on extensive analysis of each program’s focus and viability. Through that analysis, two priorities emerged as most important: ensuring program quality through accreditation and recruiting/retaining students to meet university enrollment expectations and professional demand. Accomplishing both priorities required coordinated leadership of the CEPP.

Each department eliminated functions non-essential to its core mission, thereby dedicating available resources to its primary purpose. Support staff, reduced in number, were reorganized to provide direct services to departments rather than to the College as a whole. Financial resources formerly dedicated to the Dean’s Office were reallocated to departments where they could be directed into teaching and research. Working with the VCAA, the Dean’s Office reallocated two faculty members time, creating a half-time position for the Director of Recruitment and Retention and another half-time position for the Director of Assessment.

Through lengthy discussions of purpose and viability, we firmly established a culture of collaboration for fulfilling the mission of the CEPP. Through the reduction and reorganization of human, financial, and physical resources, departments assumed responsibility for their own successes and their own futures. Moving forward, CEPP can readily articulate both its goals and its plans for accomplishing them.

In this brief period, the education unit redeveloped an assessment system of student learning outcomes that was later praised by a site-visit accreditation team. In addition, through incorporating recruitment and retention practices, the education unit has not only decreased the dramatic decline in enrollment, but has maintained enrollment for the last three semesters.

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

Question: Accreditations - What program-specific accreditations and status do you have, if any?
All education programs housed in CEPP are required to be accredited by NCATE/CAEP and nationally recognized by their Specialized Professional Association (SPA) in order to be approved by the State of Indiana. Without state approval, graduates of a program cannot be licensed by the state in their professional areas. Currently, the education unit is accredited through Spring 2019. To receive program approvals under the State of Indiana and in preparation for the 2018 CAEP self-study, each program will submit a program review to the appropriate SPA no later than 2016.

Counselor Education desires to be nationally recognized by CACREP and has completed a self-study to begin that process. However, at the time the self-study was initially submitted, counseling faculty levels fell below the minimum required by CACREP so the self-study was returned until the required staffing level is met. At this time a faculty search is in progress with the expectation that the CACREP self-study will be updated and resubmitted within the next year. Until Counselor Education is fully accredited by CACREP, the School Counseling program is fully accredited under CAEP.

Public Policy programs continue to be accredited by NASBAA. Changing NASBAA expectations were not fully reflected in the most recent self-study completed in 2014, therefore NASBAA has suggested additional ways to strengthen the self-study and the programs themselves.

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

Meeting rigorous accreditation requirements is national recognition of outstanding program quality and commitment to continuous improvement. Accreditation serves to attract potential students and provides assurance to potential employers or higher education programs that program completers have been trained under the scrutiny and accountability of the highest levels in the field.

However, meeting accreditation requirements requires extensive financial, human, and technological resources. Annual dues are high and remaining fully informed of frequent changes in accreditation standards, policies or practices requires participation at state and national business meetings. Costs of registration, transportation, and housing run into the thousands of dollars each year but non-participation in such meetings creates a risk of missing information essential to meeting ongoing accreditation requirements. Oversight of the accreditation process consumes extensive administrative time in both acquiring needed information and transmitting it to faculty and staff who share responsibility for various required steps in retaining accreditation. In education, the accreditation process is a function of both individual program approvals and unit systems that drive/support program quality. Consequently, human capital is required to coordinate all programmatic and human practices outlined by NCATE/CAEP, CACREP, and NASBAA. Last, because accreditation generally relies on data inputs and data-driven demonstrations of candidate proficiency and program impact, collecting and housing data for faculty analysis requires integrated electronic data systems such as TaskStream or Qualtrics to meet accreditation requirements.

**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?
All education programs fall directly under the laws and regulations of the State of Indiana and indirectly under the U.S. Department of Education. Teacher, school counselor, and school principal preparation requirements are driven by ever-changing state certification requirements and school accountability laws. In addition to mandated courses and field experiences, performance by program graduates as measured under state accountability laws is included in the combined accreditation and state program approval processes.

The U.S. Department of Education is in the process of launching nation-wide assessment and grading of teacher education programs. If the proposed rules are enacted, colleges of teacher education will have significantly higher demands in external reporting, possibly requiring additional human resources such as an administrative professional instead of redirecting even more faculty time than currently allocated. The DOE also requires regular Title II and PEDS reporting, consuming both staff and faculty time.

Admission to initial educator licensing programs requires a candidate to pass state examinations that measure reading, writing, and mathematics. State teacher licensing required a candidate to pass both a test of content knowledge and a pedagogy test. Similarly, counseling graduates must pass the Marriage and Family Therapist examination (AMFTRB) in order to enter professional practice.

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

The benefit of complying with laws for professional credentialing is that the community can be assured of quality services provided by such professionals. Furthermore, the reputation of the IPFW is enhanced because of the national status of accreditation and because of the quality of service performed by its graduates.

However strong the benefits, meeting and monitoring compliance with extensive laws requires time from dedicated faculty or staff that maintain familiarity with such laws and a working relationship with those individuals/organizations that oversee compliance with them. Compliance also requires a well-organized system of recordkeeping and problem resolution.

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

EPPD Education and Public Policy

No areas of activity managed within the CEPP have been identified as inefficient or outside of the mission of the unit or the university. However, expectations outside the immediate control of CEPP add some level of inefficiency to the work. Specifically, as the university is preparing for HLC accreditation, many of the processes being explored duplicate or in some cases, contradict the current accreditation work of CEPP. Similarly, as the university is focusing on recruitment and retention of students, its intent to unify such practices under one system inhibits the sophisticated systems already designed and utilized in CEPP. For example, CEPP has worked diligently to create program recruitment material and to update websites to attract potential students. During the last two years, CEPP teacher education enrollment has maintained or grown slightly—evidence that CEPP efforts to reverse the general decline in higher education enrollment have been effective, particularly in the face of significant reductions in enrollments in teacher preparation programs. CEPP supports university efforts to organize its recruitment processes and does not find it to be mutually exclusive for CEPP also to recruit for its specific programs.

**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/

The 2012-2013 year was the first year of operation for the new college CEPP; the former School of Education and the Department of Public Policy had different organizational and financial systems. Also, in order to accommodate frozen (and later lost) faculty and staff positions, along with the percentage cut in Academic Affairs which led to further reduction in force (RIF), the structure of support staff and S&E needed to be significantly restructured—more than $600,000 has been reallocated. **Therefore, financial records for the CEPP prior to 2014-2015 cannot be used in forecasting future expenditures without a disaggregation of the restructured expense categories.**

**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:

Could be more specific; is the unit proposing to put forth the effort to grow or is the issue more maintaining the status quo? In the narrative, the report talks about the difficulty of maintaining enrollments, so maybe this is the real goal here.

2. Comment on the goal's measures:

Satisfactory, although we wondered how diversity of interested students was relevant.

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

Dependent on external factors (such as changes in teaching license requirements), as well as needs some staff support.

4. Comment on the goal's relevance:

Very Relevant

5. Comment on the timeline of the goal:

Reasonable

Possible opportunities for collaboration or suggestions for addressing a gap:

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

**CEPP Goal #1: Maintain or increase program enrollments.**

Due to changes in K-12 licensure and the negative effects on the field of teaching, enrollments in teacher education programs are down across the nation and are especially high in Indiana. Due to implementing retention projects, the teacher education program has maintained enrollment for the past three semesters. Maintaining our enrollment will be a significant challenge in the present environment. Counselor Education enrollment is capped due to capacity issues and rejects approximately 50% of its applicants. Other programs in the college, such as Healthcare Administration are growth areas which need targeted intervention.

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

I.C.8 Respond to the regional demand with appropriate post-baccalaureate credentials.

**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?

1. Produce a Recruitment and Retention Handbook that outlines the expectations for all members of CEPP, identifies available resources, and suggest best practices for both recruitment and retention of students.

2. Identify underserved populations (adults, minorities, second career workers, etc.) for targeted recruitment.

3. Expand advising skills to meet the needs of special populations.

4. Examine instructional delivery of courses to ensure alignment with student interests and professional expectations.

5. Pilot innovative instructional practices that pique student interests while meeting professional expectations.

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

- Enrollment levels will be maintained or will increase.
- Data will be collected on the diversity of individuals who express interest in a CEPP program.
- A CEPP Recruitment and Retention Handbook will be used by faculty and staff.

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

Yes, but only at present staffing levels.

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

Due to shrinking faculty resources, the 50% FTE of a Continuing Lecturer who presently directs these initiatives may need to be reassigned back to teaching. One future possibility is the creation of a combined recruitment/retention and assessment administrative professional position to allow faculty with reassigned time for these activities to teach more courses.

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

CEPP intends to build on extensive and complex work accomplished in this area over the last two years. Therefore, activities that support this goal cannot be completed without the cooperation of the university recruitment systems.

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

While the intent to maintain or increase enrollment is perpetual, all activities identified under this goal will be completed within one year.
**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:
   - Clear

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):
   - Needs administrative support

4. Comment on the goal’s relevance:
   - Very relevant

5. Comment on the timeline of the goal:
   - Reasonable. Goal is ongoing.

Possible opportunities for collaboration or suggestions for addressing a gap:

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

**CEPP Goal #2: Document program quality in accordance with state and accreditation requirements.**

Most of the programs in the college require sophisticated assessments of candidates’ performance abilities. In teacher education, this assessment extends into graduates’ working careers where their K-12 students’ data is used to assess our programs’ effectiveness. In addition, the compliance and reporting demands for teacher education accreditation, along with proposed federal and state changes, greatly increases the resources necessary for external reporting. Finally, it is important for the CEPP to maintain its focus on using assessment to assist in student learning and improving the curriculum (and not simply external compliance), something we were praised for in our accreditation visit last 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.

I.A.I 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
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?

1. Produce a CEPP Accreditation Handbook that identifies continuous improvement expectations for faculty and staff including collection and use of high-quality data to improve program effectiveness.

2. Evaluate efficacy of the current tools used for data collection.

3. Utilize professional community in discussion of changes to enhance program effectiveness.

4. Prepare all programs for the next level of accreditation review.

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

- Each program will provide documentation of analysis of data collection tools used for monitoring program effectiveness.
- Each program will provide documentation of program data-driven program changes in preparation for the next level of accreditation review.
- A CEPP Accreditation Handbook will be used by faculty and staff.

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?

The CEPP is in need of a full-time administrative professional who can assist with high-level data collection, reporting, and analysis. This person may also take over recruitment and retention activities. Due to retirements and lost lines, the CEPP is losing significant human resources and cannot continue supporting this level of work based solely on faculty service.

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

Analysis of assessment tools and appropriate modifications to them requires extensive time and expertise that is not currently available within CEPP. The loss of experienced faculty makes completion of this work much more challenging. Even if all new faculty positions are filled, the ability of new faculty to contribute to this work in significant ways is limited.

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?
While the goal is ongoing, it is hoped that the activities listed under the goal should be able to be completed within the year if we do not experience additional loss of faculty.

**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:

   Seems very broad. Might it be useful to think of this as two or three goals?

2. Comment on the goal's measures:

   Seems to measure faculty satisfaction with efforts. How would the unit measure the actual success of these efforts?

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

   Sounds like this will be challenging for the unit, particularly because of the lack of senior faculty.

4. Comment on the goal's relevance:

   Relevant

5. Comment on the timeline of the goal:

   Reasonable

Possible opportunities for collaboration or suggestions for addressing a gap:

The unit should take advantage of resources across campus that could benefit their junior faculty (e.g., CELT, Associate Vice Chancellor for Faculty Affairs). Also, for faculty who have degrees in disciplines that are represented in other schools (e.g., sociology), could some mentoring be taken on by faculty in those other schools?

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

**CEPP Goal #3: Provide strong support for new faculty in teaching, research, and service.**

Starting in the fall of 2015, nearly one-third of the faculty in the college will be in their first or second year at IPFW. The CEPP must create effective systems for supporting and mentoring these new faculty to promote high-quality teaching and research. In particular, the CEPP will place an emphasis on teaching skills for educating IPFW students (e.g., first generation, large variance in academic preparation/ability, high external commitments to work and family).

**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.4 Expand the use of high-impact instructional and advising interventions.

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

II.B Promote mentoring relationships between faculty and students engaged in creation, integration and application of knowledge.

**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?

1. Build CEPP-wide faculty and staff awareness of the importance of supporting new faculty members.
2. Develop CEPP-specific orientation of new faculty.
3. Create ongoing mentoring relationships between senior faculty and new faculty.
4. Host 3 professional development experiences that exemplify high-quality teaching, research, and service.

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

- Satisfaction survey completed by new faculty after CEPP new faculty orientation.
- Year One Reappointment action plan developed by department chair with new faculty mentor support (a long-term plan for achieving P&T, starting in year one)
- Satisfaction survey for professional development series

**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?

In addition to the time required to properly orient new faculty and guide them as they begin their teaching, research, and service, training for new faculty mentors is essential. Preparing high-quality professional development experiences will require trainers/presenters and possibly materials not available through CEPP resources due to other resource constraints and faculty obligations.
Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

The limited number of senior faculty in CEPP places a very heavy professional load on each of them. Finding senior faculty willing to assume responsibility for appropriately mentoring new faculty could be a challenge.

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

While the goal is ongoing, the large number of new faculty anticipated for the fall require that the activities of this goal be completed by the end of the 15-16 academic year. That time period extends beyond the one-year cycle of this USAP report but reflects the first full year of experience for new faculty. Therefore, the activities of this goal will not be complete by the close of 2014.

**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:
   - Reasonable considering that the goal is to explore the possibility of this degree

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

4. Comment on the goal’s relevance:
   - Somewhat relevant

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

Possible opportunities for collaboration or suggestions for addressing a gap:

Collaborate with OLS, which also does leadership? Could Student Affairs staff provide input?

**Question:** Unit Goal - What is your unit goal?
CEPP Goal #4: Determine advisability and feasibility of creating an interdisciplinary leadership Ph.D. degree program.

The CEPP receives regular inquiries for a doctoral program in K-12 educational leadership, higher-education leadership, and in organizational or global leadership. As a college with graduate programs in Educational Leadership, Public Affairs, and Public Management (including Healthcare Administration), the CEPP is well-positioned to coordinate such a degree program. In addition, several of the other IU regional deans of the Schools of Education are interested in partnering with IPFW.

An interdisciplinary doctorate would take new levels of cooperation between programs at IPFW along with creating a vision of leadership as a core discipline, with cognates in specific fields (e.g. K-12 or organizational/global leadership), rather than leadership being discipline specific. Core courses in this program would be large for a doctoral program, while cognates would have lower enrollments.

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

I.C. Increase interdisciplinary and graduate program and internationalization of the 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?

1. Assess campus support for an interdisciplinary doctoral program in leadership.
2. Assess challenges within the IU and potentially Purdue system for hosting the program
3. Assess challenges with ICHE for a second doctorate at IPFW
4. Build potential curriculum with stakeholder input

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

1. Completed SWOT analysis of campus, main campus, and ICHE support or challenges.
2. If item above demonstrates program feasibility, build a proposal for the program.
3. Completed market analysis for potential enrollment.

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

Yes, for the analysis and proposal stages. No for conducting a market analysis. No for delivering the program.
**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

To conduct a market analysis the CEPP would need external research and analysis support.

To deliver the program, the CEPP would need additional tenure track faculty in Educational Leadership (two years ago, we had three tenure track and one clinical, as of next fall, we will have one half-time tenure track and one clinical faculty member). It is possible that other faculty would be needed to support the cognate areas. The program would have accreditation, compliance, and secretarial demands that stretch an already under-resourced system.

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

The proposed doctorate could involve collaborations from several departments on campus, necessitating significant interdisciplinary collaboration.

This program could encounter external challenges from the parent campuses and ICHE.

Staffing classes would take cooperation with multiple departments, including Student Affairs, where many administrators have doctorates in Higher Education Leadership.

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

The first year will focus on the feasibility of such a program along with construction of a proposal. It may take at least a second year to achieve the necessary levels of approval. Optimistically, year three could begin the first cohort.

**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:

Specific

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 upon external factors

4. Comment on the goal’s relevance:

Very relevant

5. Comment on the timeline of the goal:

Unspecific, but appropriate considering the nature of the goal

Possible opportunities for collaboration or suggestions for addressing a gap:

Requires broad campus (HHS, IU Med School) and administration support. We can note that other units also mention this (Dental Hygiene, etc.), so there seems to be some interest across campus.

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

**CEPP Goal #5:** In cooperation with the College of Health and Human Services, build a health services building signifying healthcare as a signature “program” at IPFW.

IPFW is a healthcare campus, but has never branded itself as one. We have programs in nursing, dental, radiography, communication science and disorders (speech and audiology), counseling, marriage and family therapy, music therapy, healthcare administration, and the IU medical school. Presently, our training clinics are spread across campus in a disjointed manner, limiting both branding and community access.

A combined facility could facilitate medical recordkeeping, receptionist and clerical duties, as well as shared classroom and research space. The facility could potentially be operated in conjunction with a major healthcare system.

The goal is not to replicate the medical research capacity of IUPUI, but to create a vision of campus with excellence in training healthcare providers. Therefore, the goal is not simply in providing community service, but to attract top students into our healthcare programs and to provide them with facilities in which they can be proud to learn and work, rather than apologetic to the clients they serve.
**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.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.E.1 Identify and develop signature programs that respond to regional needs, build on faculty expertise and uniquely distinguish IPFW from other institutions.

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

I.M.6 Honors Program

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.

**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?

1. Work with the VCAA and Chancellor to approve the project.
2. If approved, begin development of an implementation plan.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
1. Approval by campus administration
   2. The development of an implementation plan, including assessing educational needs, clinical needs, and community support.

**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?

Building a healthcare delivery and training building would take prioritization by the administration of other campus resources such as development. While not in direct competition, it may also necessitate prioritizing it over a new building for the Dormer School of Business.

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

Such a facility may take the cooperation and funding of a major healthcare system. In addition, the State of Indiana would need to allocate funding, which could lead to inter-campus political issues between IPFW and IUPUI.

**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 a multi-year project with the first year goal being university support. Several years of fundraising may be necessary to fund such a building.

**Criterion:** #12: Goal Six - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

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

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

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

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

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

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

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

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

**Criterion:** #13: Goal Seven - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

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

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

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

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

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

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

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

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

**Criterion:** #14: Goal Eight - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

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

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

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

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

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

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

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?
**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

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

**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?

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