program summary

**Task Force:** Thank you for the time and effort you put forth in your report. The potential for positive impact is evident throughout; however, adding more definitive actions plans and baseline measurements will increase the likelihood of success and assessment of progress. 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 History is critical to IPFW and we greatly appreciate the time you spent on this significant endeavor. Thank you again for being part of this important initiative.

**Criterion:** #1: Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

**Question:** Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

The History Department teaches students history with special responsibility for the education of history majors and minors, and secondary education social studies majors; engages in scholarly research and publication; and serves the University, the profession, and the community.

**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.

The department is very dedicated to serving its majors and IPFW students more broadly, and is engaged in a wide range of activities and endeavors to foster students’ success:

- The department promotes student research and writing, high impact learning experiences, in its curriculum: most upper-level classes require a research paper (typically 10-15 pages in length); some faculty members have incorporated “research workshops” into their classes; all History majors are required to take H217, a sophomore-year historical research and writing class; all seniors are required to take J495, a capstone seminar in which students produce a 25-30 page research paper. Finally, an annual award is given to the best research paper by a History major, the Sharon Alt Piepenbrink Award.
- Promoting student research and extracurricular activities by sponsoring the Annual Undergraduate History Conference, and guiding and mentoring students who present papers at it. For details see #3 below.
- Promoting students to present their research at academic conferences outside the Fort Wayne area. With the guidance of faculty mentors, several of our majors have presented research completed in IPFW History classes at academic conferences at other universities.
- Along with mentoring its majors, the department is also very involved in promoting the research of IPFW students more broadly. One way this is done is by the department’s participation in the
Question: II. Creation of Knowledge - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area II: Promote the Creation, Integration, and Application of Knowledge.
The department is very committed to scholarly research and service to the history profession, and faculty are actively engaged in numerous activities in these realms:

- Faculty academic publications in past 3 years: 15 scholarly articles/book chapters; 1 monograph; translations of 2 books; a 2nd ed. of a book. Forthcoming works include: 3 monographs (scheduled to appear in 2015), and 1 forthcoming journal article.
- Faculty research grants: 8 research grants, among which are internal grants, New Frontiers Grants, a National Endowment for the Humanities Grant, and an A.W. Mellon Fellowship.
- Faculty presentations at national and international academic conferences: presented 25 papers, of this group 6 were invited presentations; and there were two conferences/seminars dedicated entirely to the research of IPFW History faculty members.
- Faculty presentations of their research at IPFW and the Fort Wayne community: faculty members made over 30 presentations in their areas of expertise in the Fort Wayne area.

Faculty service to the profession: a faculty member served on a journal editorial board; faculty members held the position of book review editor on two academic journals; several faculty members reviewed article and manuscript submissions for journals and academic presses; a faculty member helped translate an article; faculty published 10 book reviews; and 3 (forthcoming) encyclopedia articles.

**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.

Members of the department are very dedicated citizens of the university and the community. Thus, the department significantly enhances the intellectual culture of IPFW and the Fort Wayne community in numerous ways:

- The department hosts an Undergraduate History Conference every year. This April it will host the 7th Annual Undergraduate History Conference. The annual event (usually held on a Saturday from about 8AM to 2PM) typically has 3-4 panels, with about 15 individual presentations. The event is well attended by students, family members, community members, and IPFW faculty. It is also taped and rebroadcast on local TV.
- The department played a very significant role in the UC2 program (University-Community Conversation), which brought the Fort Wayne community and IPFW together (IPFW planned and hosted almost 30 events over a three-year period). One faculty member served as UC2 director, and was involved in the organizing process, as a moderator, and as a panel organizer and participant. Other department members served on the UC2 steering committee, and helped organized UC2 events and panels. Most faculty members participated as panelists on UC2 events, and some participated on more than one panel (some even on several).
- The department has been very active in the Omnibus Lecture Series. Faculty members serve on the organizing committee. Faculty members have organized, moderated and participated on panels with Omnibus lecturers (e.g., Diane Ravitch). Omnibus lecturers have given presentations in more than one History class. Faculty have taught special classes associated with the Lecture Series. Faculty members have introduced lecturers when they deliver their public lecture.
- Faculty are very visible in IPFW forums, etc.: Faculty routinely organize panels on current issues and events, serve as participants on those panels, and participate in IPFW-Community activities as presenters (several faculty presented for the “Hot Topics” series that brought senior citizens to IPFW). Faculty give presentations as part of IPFW-wide sponsored events (e.g., “First Mondays”; Anthropology Club Lectures; University Democrats and Young Americans for Liberty; The Political Science Club; The IPFW Democracy Project, etc.). A department member is director of the College of Arts and Sciences Working Papers Series, a lively informal forum in which COAS faculty members present research to their peers.
- The department was involved in an educational program with Fort Wayne Community Schools to train High school teachers in the area of American History, financed by a “We the People” Grant. One faculty member served as coordinator for the department. Three other faculty members
taught seminars on various aspects of American history to FWCS teachers. The department is very active in the Fort Wayne community. Faculty serve as board members in the community (e.g., members on boards of the History Center and the Institute for Holocaust and Genocide Studies). Faculty also frequently give presentations in community organizations, including the Fort Wayne International Forum, the Rotary Club, and others. Faculty members have also helped found community organizations. For example, a department member co-founded the Fort Wayne Area Seminar in American History with a professor of History at Huntington University (further, department members have presented their research at this area scholarly organization). Faculty members have served as judges in local high school competitions in subject areas such as debate and history.

• Department members have contributed to the local news and media. One faculty member co-hosted "Required Viewing: Trends in Current Events," the monthly current events program aired on CATV. About a dozen episodes were broadcast on CATV. Faculty members have written editorials for local papers and been interviewed by the Fort Wayne Journal Gazette. A faculty member has been a panelist on the "WBOI Presents" program.

• A department member is Associate Editor for Reviews for Enterprise and Society, the quarterly academic journal of the Business History Conference, published by Cambridge University Press. All aspects of the book review process are housed at IPFW. The Associate Editor requests books for review from publishers, and they are sent to IPFW. The Associate Editor finds reviewers for the books, and the books are then shipped from IPFW to the reviewers (some books are shipped abroad). The Associate Editor works with the production team at Cambridge, located in NYC, the journal editor (Andrew Popp in the UK), and the journal’s managing editors (at the Hagley Museum in Delaware).

Faculty participate in national and international conferences, collaborate with scholars from different regions and countries, and publish in national and international outlets.

**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.
HIST History

The department plays a significant role in the endeavor to create a vital university owing to its outstanding record of service, as illustrated by faculty members’ involvement in faculty governance and service to the university, college and department. All History faculty play a role these capacities, some members’ roles are truly extraordinary.

- The Department currently has three department members serving on the Faculty Senate (at the same time!), and one member serves as Parliamentarian. As noted above, the department plays a very significant role in managing the Honors Program. A department member coordinated the three-year UC2 Program. A member of the department is Campus Minister.
- Faculty members serve on numerous committees, many of which are very significant. Furthermore, faculty members often serve as committee Chair. The following list, while not comprehensive, provides a sense of the department’s tremendous role in enhancing the efficiency and organization of IPFW via service work. In some instances, more than one department member serves on the listed committees and taskforces:

  - Student Affairs Committee
  - Withers Scholars Committee
  - WOST Program Committee
  - WOST Research Paper Awards Committee
  - COAS Faculty Affairs Committee
  - COAS Executive Committee
  - COAS P&T Committee
  - Curriculum Committee
  - Educational Policy Committee
  - Budgetary Affairs Committee
  - Student Affairs Committee
  - Withers Scholars Committee
  - Indiana University Historic Preservation Committee
  - University Resources Policy Committee
  - Chapman Scholars Advisory Committee
  - IPFW Committee to revise the IPFW Faculty Misconduct Policy
  - Nominations and Elections Committee
  - Grade Appeals Committee
  - General Education Subcommittee
  - Curriculum Review Subcommittee
  - COAS Self-Study, Students Subcommittee
  - COAS Self Study, Operations Subcommittee
  - Library Subcommittee
  - Search Committee for Director of Budget and Planning
  - Search Committee COAS Dean Search Committee
  - Learning Commons Council Member
  - Honors Program Council Member
  - Teacher Education Council Member
  - COAS Council Member
  - IU Board of Review Member
  - Division 1 Athletics Taskforce
  - IPFW P&T Task Force
  - Division-I Athletics Task Force
  - Childcare Taskforce

**Question:** Other Accomplishments - Please list any other significant accomplishments from the last three years that do not align with Plan 2020.
## Criterion: #3: Accreditations - Program specific accreditation and status

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

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

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

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

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

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

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

## 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/

## 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:

Seems broad and would benefit from breaking the goal down into separate goals and/or clear action plans (e.g., one for the conference, one for service learning, etc.)

2. Comment on the goal’s measures:

Seems broad and would benefit from baseline measurements, which are directly tied to clear action plans and will help assess progress.

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

Strong track record suggests the ability to achieve success is plausible; however, progress and longer-term success will be more likely if the goal, action plans, and metrics are more clearly aligned and measurable.

4. Comment on the goal’s relevance:

Appropriate

5. Comment on the timeline of the goal:

Strong track record suggests the ability to achieve success is plausible; however, progress and longer-term success will be more likely if the goal, action plans, metrics, and timeline are more clearly aligned and measurable.

Possible opportunities for collaboration or suggestions for addressing a gap:

None

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

The Department of History will serve as a regional intellectual center.

**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. C. Promote the development of opportunities for faculty and student engagement for the application and integration of knowledge.
III. A. Expand meaningful collaborations and research opportunities with regional, and global partners.
III. B. Provide access to outstanding intellectual 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?
Program Write-up with Task Force Comments

HIST History

- Grow and expand the Annual History Undergraduate Conference
- Broaden participation in the conference to students from other regional institutions (starting with 2016 conference)
- Grow and cultivate our audience for the conference:
  - Continue to partner with CATV to record and broadcast the conference
  - Advertise with the News Sentinel and Journal-Gazette in their Education Notebook feature
  - Work with John Kaufeld to increase visibility for the conference

- Service learning courses and internships:
  - Department faculty to work with the Office of Service Learning to pilot history courses with a service learning component
  - Continue our departmental partnership with Career Services to offer non-credit internships for interested students (and continue to promote this opportunity through presentation by Career Services in H217—a required course for all majors)
  - Continue to offer for-credit internships for interested history majors
  - Promote student opportunities for service-learning grants through Indiana Campus Compact (for interested history majors/minors)
- Strengthen our partnership with the Office of International Education to encourage more interested history majors/minors in pursuing study abroad opportunities
- Continue to support and promote faculty collaborations with regional/national/global partners (ex. Fort Wayne Area Seminar in American History; co-authorship with foreign scholars; international lecturers and conferences)
- Continue to participate in existing lecture series that provide intellectual programming on campus (events sponsored by American Democracy Project and Mike Downs Center, UC2, COAS Faculty in Focus, Omnibus, Anthropology Club, Campus Ministry, etc.)
- Continue to and increase organizing and participating in original programming (lectures, discussion panels, etc.) sponsored by the Department of History, tied to current events, historical anniversaries, etc. (for example, upcoming anniversary of the Magna Carta, etc.)
- Continue to and increase organizing events for our majors that familiarize them with various opportunities (scholarships, programs, internships, etc.) both on and off campus
- Work with John Kaufeld to promote the Department’s faculty as go-to experts for relevant fields with local media

[note: for the preceding goals, we recognize that there is overlap with the “faculty research” goal—we see our service as an intellectual center as an important “by-product” of our research engagement]

- Continue to and expand the number of co-curricular events tied to our existing course offerings (e.g. film series dealing with topics related to course offerings, etc.)
  - Pilot program in Spring 2015 to have an international film series, tied to History H232 World History in the 20th Century
- Dr. Weiner will continue to serve as editor for the journal Enterprise and Society, which provides both faculty and student (student assistant editors) engagement in the application and integration of knowledge

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
The metrics will vary by event type, but for “outstanding intellectual programming” we are going to focus on the following:

• Level of audience participation (students in attendance, members of IPFW community in attendance, members of the local community in attendance)
• “Reach” (for example, if it is a lecture or panel discussion, can we have it recorded and broadcast by CATV or NIPR)
• Audience feedback (follow up questions, interest in other department events, invitations to partner with community organizations, etc.)
• Media coverage of events (to help promote visibility for the department/COAS/IPFW)

• For “student opportunity” events, we will track the number of students taking part in the events and outcomes (number of students who apply, who get accepted, etc.) to measure the feasibility of the programs.

• Dr. Weiner plans to hire additional students to assist him in the editing of the journal.

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

For the most part—yes.

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

• The current faculty in the Department of History are experts in their respective fields. However, there are a number of geographical areas that are not represented in the faculty areas of expertise—East Asia (China, Japan, North and South Korea, etc.), South Asia (India, Pakistan, etc.), the Middle East—which limits the department’s ability to provide faculty experts for programming dealing with these geographical areas that are in the news and of interest to the local communities.

• Having additional faculty whose areas of expertise falls into one of these geographical areas would allow us to “expand meaningful collaborations and research opportunities” and “provide access to outstanding intellectual programming.”

• It may also become necessary to hire student workers to help with specific projects (e.g. coordinating events; planning the History Conference).

• The current hiring climate and declining enrollments in the university as a whole will limit our ability to request a new faculty position.

• Another problem lies more on the “demand” side—departments organize great events on campus already, but departments don’t always have the resources and expertise to be able to adequately promote them. The lack of a centralized calendar that is easy to use often means that competing events end up being scheduled at the same time. IPFW needs to have a better system for scheduling and promoting campus events (beyond the “big ticket” ones like Omnibus) that would ensure that the hard work of departments on the content of events does not go to waste.

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?
The current hiring climate and declining enrollments in the university as a whole will limit our ability to request a new faculty position. Another problem lies more on the “demand” side—departments organize great events on campus already, but departments don’t always have the resources and expertise to be able to adequately promote them. The lack of a centralized calendar that is easy to use often means that competing events end up being scheduled at the same time. IPFW needs to have a better system for scheduling and promoting campus events (beyond the “big ticket” ones like Omnibus) that would ensure that the hard work of departments on the content of events does not go to waste.

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

- We do not see this as a one year process, but rather as an ongoing process, where we experiment with different formats for programming and collaboration, until we find ones that work well and that there is sufficient interest/demand for.
- Each type of event (lecture, discussion panel, student opportunity) will be evaluated by organizers to determine whether it is worth continuing or not, expanding, etc. in the future.

**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:

appropriate but would benefit from simplifying action plans in favor of initiatives that more directly affect the goal (i.e., only include actions pertaining to advising)

2. Comment on the goal's measures:

Current measurements assess the actions’ impact on student satisfaction and would benefit from addressing the impacts of student retention, probationary status, graduation rates, etc.

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

We believe practices can be implemented but would benefit from the focus on additional metrics described above

4. Comment on the goal's relevance:

High

5. Comment on the timeline of the goal:

Unclear and would benefit from more clear action plans, baseline measurements, and measuring retention impacts as previously mentioned

Possible opportunities for collaboration or suggestions for addressing a gap:

Mastodon Advising Center to explore successful advising techniques, action plans, and metrics

**Question**: Unit Goal - What is your unit goal?
Provide History Majors with High Impact Advising Experiences

**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.

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

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
• Continue to experiment with a wide range of invasive advising strategies to help with retention and graduation of history majors

• Weekly monitoring of students who withdrew from one or more courses after the 3rd week as a way to check on (already being done)

• Contacting students who miss priority registration to check on them (already being done)
• Contacting students on probation to encourage them to come in for advising, etc. (already being done)
• Helping students in danger of dismissal to figure out their academic future (already being done)
• Checking to make sure majors are not registering for the wrong classes (already being done)
• Contacting students who do well to congratulate them on their accomplishments (possibly start January 2015)

• Promote our advising practices in courses required for all majors (H125, H217)
• Revise our current “priority registration” process (online appointment scheduling, etc.)
• Revise our approach to NSO (pending the revision of the entire process by the university) to determine most effective ways of promoting student contact with their advisors, keeping us updated on their successes, etc.

• Department major requirements revision (see “high impact educational experience” for more detail):

• The department is adding a required course early in the students’ academic process (to add to H217 (sophomore/junior year and J495 (capstone) to increase number of high impact educational experiences specific to our majors and create an additional opportunity for advising/mentoring majors

• Grow and expand the Annual History Undergraduate Conference (for more details, see “hub” goal)
  ◦ Build in participation in the conference (as presenters or audience) into the experience of the majors as a way to promote sense of community
• Revise and update the annual graduate survey and the alumni survey (conducted every 7 years)
  ◦ Discuss feasibility of developing stronger relationship with our alumni, including developing activities that would have our alumni serve as points of contact/mentors for other majors/alumni (create a database of interested alumni, etc.). We will not report on this until 2017, when we have our next alumni survey
  ◦ Establish an effective way of tracking the accomplishments of our majors before and after graduation

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

• We will track students who take advantage of advising appointments to try to see if any patterns emerge that will help us refine our invasive advising strategies (relationship between NSO participation and regularity of advising; ease of scheduling advising appointments and number of appointments; appointments made in response to emails of concern/congratulations, etc.)

• Responses on graduate and alumni surveys will allow us to see how students view both the academic opportunities and our advising strategies

• Data about our current student accomplishments and alumni accomplishments will help us see what kinds of activities we should continue to offer to help students in their future endeavors
Question: Resources - Are you able to accomplish this unit goal with your current resources?

Not for all of them.

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

- Hiring student workers to help with specific projects (e.g. creation of an alumni database).
- Compensating students who are involved in time-intensive projects like mentoring other students
- Compensating/rewarding faculty for involvement in the more time-intensive projects
- Cooperation from the Alumni Office in helping us get the materials about our alumni

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

Almost all activities listed above are time-consuming activities, and when fully implemented will be a big burden on the already highly-involved members of the department. We would want to make sure that we gradually increase the number of activities, evaluate them regularly for effectiveness and efficiency, and provide the necessary support to the faculty taking on these projects (stipends, student workers, etc.)

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

We do not see this as a one year process, but rather as an ongoing process, evaluating each new initiative on its efficiency and effectiveness, in order to determine whether it is worth continuing or not, expanding, etc. in the future.

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 broad and would benefit from breaking the goal down into separate goals and/or clear action plans, including potential solutions to known problems (e.g., faculty compensation, etc.)

2. Comment on the goal’s measures:

Seems broad and would benefit from baseline measurements, which are directly tied to clear action plans and will help assess progress.

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

The goal, itself, appears to be at the initial planning stage and would benefit from a clearer implementation strategy, including potential solutions to known problems

4. Comment on the goal’s relevance:

High

5. Comment on the timeline of the goal:

Would benefit from more clear action plans

Possible opportunities for collaboration or suggestions for addressing a gap:

None

Question: Unit Goal - What is your unit goal?

Provide history majors with high impact learning experiences

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.
II.B Promote mentoring relationship between faculty and students engaged in creation,
II.M.2 Students participating in research and scholarly activity.
II.O.2a. 100% of all graduating students will have engaged in a high impact educational experience.

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?
• By the end of Spring 2015, we will explore, discuss, and develop a list of specific high-impact learning experiences that will be most beneficial for our students.
• Some possible examples include reviving the Honors History Thesis option, exploring the possibility of research assistantships, offering opportunities to participate in the scholarly professional work of faculty, encouraging more students to participate in history conferences (on and off campus), revising the annual graduate survey and the alumni survey (conducted every seven years) to assess the department’s long-term impact on our majors, and establishing an effective way of tracking the accomplishments of our majors before and after graduation.
• In Fall 2015, the department will begin to expand practices already in place and implement new ones from the list we develop.

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

The metrics will depend on the list we create over the spring semester. Possible metrics, however, would include the successful completion of upper division research papers and senior seminar papers, successful recruitment of the best quality papers for appropriate conferences, and tracking students who take part in conferences/research opportunities, etc. to see if students are taking advantage of expanded opportunities.

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

For most of them, but not for all.

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

• Hiring student workers to help with specific projects (ex, creation of an alumni database)
• Compensating/rewarding faculty for involvement in the more time-intensive projects.

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

Almost all activities are time-consuming and when fully implemented will be a big burden on the already highly-involved members of the department. We would want to make sure that we are able to provide the necessary support to the faculty taking on these projects (stipends, student workers, etc).

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

We do not see this as a one year process, but rather as an ongoing process, evaluating each new initiative on its efficiency and effectiveness, in order to determine whether it is worth continuing or not, expanding, etc. in the future.

**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:

Appropriate

2. Comment on the goal's measures:

Appropriate, but would benefit from baseline measurements.

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

The goal, itself, appears to be at the initial planning stage and would benefit from a clearer implementation strategy.

4. Comment on the goal's relevance:

High

5. Comment on the timeline of the goal:

Would benefit from more clear action plans

Possible opportunities for collaboration or suggestions for addressing a gap:

None

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

Promote faculty development in high quality research and scholarship.

**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. Promote the Creation, Integration and Application of Knowledge

II.M.1 Peer-reviewed scholarly products

II.C. Promote the development of opportunities for faculty and student engagement 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.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
Faculty will continue to be actively engaged in scholarly writing and research, which encompasses a broad range of activities, including trips to libraries and archives (national and international), writing journal articles, book chapters, conference papers, edited volumes, books, encyclopedia articles, grant writing, conference proceedings, fellowships, and sabbaticals.

The department will investigate the feasibility of creating a research assistantship program where advanced students would be given the opportunity to assist with faculty research.

The department will investigate other ways to create and support better conditions for greater research productivity, such as shifting workloads.

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

We already have the metrics in place. The Department Chair will continue to evaluate department members’ research productivity to ensure that they are in compliance with expected research requirements.

**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?

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

Additional responsibilities and administrative demands may affect faculty productivity.

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

**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:

Appropriate and clear

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

Appears to be achievable

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?

Use assessment data to improve student learning in HIST-H125-Great Debates: An Introduction to Historical Communication, which is a new required course for all History majors.

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

I.A.2. 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.

Medium

Question: Actions - What action(s) does your unit plan to take to support this unit goal?
HIST-H125-Great Debates: An Introduction to Historical Communication is a General Education course (Competency A2: Speaking and Listening), and also fulfills the speaking and listening component of our College distribution requirements, that is open to all students but is required of all History Majors in their first year. While the main focus of the course is the development of effective speaking and listening skills, other core skills and concepts for the study of History and for success in History classes are introduced and emphasized as well. Such skills include, but are not limited to, effective outlining, the identification of credible and relevant evidence, the presentation of logical arguments, and the critical evaluation of evidence from a variety of sources. Currently, H125 is taught each Spring semester.

- In Spring 2015, the History Department will compile a list of core skills and concepts that can be introduced and developed in H125 that students will continue to benefit from across their History and non-History curriculum. In Spring and Fall 2015, the Department will also develop a set of assessment tools to allow for effective tracking of student performance and improvement in their use of these skills.
- By the end of Fall 2015, a complete assessment plan for H125 will be developed, including the specific skills and concepts to be assessed, the specific assessment tools that will be used, and an agenda for which skills will be assessed each year. As of now, the Department anticipates either a two or three year assessment cycle, depending on both the number of skills to be assessed and the specific assessment tools developed.
- The assessment process will begin in Spring 2016, with assessment tools being used to guide follow-up instruction during the semester, and refinements of the course before the following Spring to improve student learning in assessed areas.
- In Spring 2017, refinements to course instruction will be incorporated based on the first round of assessment data, and the second round of assessment tools will be implemented.
- When the first assessment cycle is completed, the Department will reevaluate the set of skills and concepts that are being assessed, as well the specific assessment tools that are being used, and will consider revising each, as needed, based on the results of the first assessment cycle. The assessment cycle will then begin again the following Spring semester.

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

Specific assessment tools are not yet defined, but multiple assessment measures will be used each year to track progress in improving student learning. In at least some cases, pre- and post-tests (or activities mimicking them) will be used to get an immediate dataset on student gains with particular skills.

**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?

A course release for the instructor (Prof. Jeffrey J. Malanson) in Fall 2015 as he leads the process of developing the complete assessment plan, including all assessment tools, would facilitate the development of a much stronger plan.

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

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

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:

High

2. Comment on the goal’s measures:

Clear but would benefit from baseline measurements

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

Appropriate

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:

Consider community members (e.g., the new Executive Director of the African/African American Historical Society Museum) for limited-term lecturers to help broaden expertise

Question: Unit Goal - What is your unit goal?

Broaden department curriculum in terms of chronological, topical, and geographic diversity.

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.5 Invest in academic programs with international curricula.

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.

Question:
HIST History

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?

- While the department already offers a strong international curriculum, we will continue to move in a “global direction” in terms of current and future course offerings, both in creating new courses and in working within existing courses to present a more global dimension to the period in question.
- Redesign major requirements to emphasize chronological diversity and perhaps reframe geographic diversity.
- Offer more courses covering the history of various parts of the world, including but not limited to: Africa, Asia, imperial history, world history, the Mediterranean; working to extend offerings within current faculty teaching fields.
- Strengthen connection to International Studies certificate program, a growing program that has international history as one of its core components. Action towards this goal will include building history departmental offerings to count towards the IS certificate, as well as by having history faculty teach portions of the INTL I200 Intro course.
- Develop and expand “extracurricular” offerings that will engage history majors with international content; examples include movie nights, lecture series, and other miscellaneous activities.

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

- Create a list of offerings in various chronological and geographic areas each semester and track increased offerings over the next several years.
- Calculate enrollments across geographic and chronological diversity and measure whether the distribution is diversifying.
- Calculate number of team-taught offerings, and check whether it is increasing.
- Tally classes that count for International Studies certificate, and work to increase the number in consultation with the director of International Studies.

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

- We are able to partially fulfill this goal with current resources.
  - All faculty can work to broaden global dimension within existing courses.
  - Faculty members with specialties in Western Europe are able to expand offerings somewhat (for example, Dr. LaVere can offer courses on the ancient and medieval Near and Middle East and Dr. Bauer can teach the history of Africa as relates to European empires).

- The above actions can allow us to progress well towards the goal, though to succeed in reaching the full spirit of the goal, we would need to hire another faculty member with a specialty in the history of Asia.
- Current faculty are proficient to teach on many parts of the world at the 100-level, though would have a harder time getting in depth at the 300 level without an additional faculty specialist.

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?
In order to fully meet the goal of a truly global curriculum, we would need an additional tenure line in Asian history, broadly defined.

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

- The need to align our revised curricular aims with broader COAS and University requirements.
- Declining enrollments across the board could potentially limit our ability to offer the number of courses that we envision.

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

- This is a discussion already underway within the department. We plan to meet in Spring 2015 to embark on concrete plans for a redesign of the major.
- We view this goal as an ongoing process to carry out over the course of the next several years.

**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?