Program Summary

**Task Force:** Thank you for the time and effort you put forth in your report. Through the USAP process, we are working to create a culture of continuous improvement; setting specific and measurable goals is an important step in the process of moving IPFW toward this culture of improvement. Part of this effort is getting individuals and units at IPFW to think differently about planning and the future. The work of Arts and Sciences 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 college supports the university mission in the degrees it offers, the general education and service courses it provides to the university as a whole, and the scholarship, creative endeavor, and service of its faculty. The college mission statement is below:

The College of Arts and Sciences is committed to offering its students a rich and diverse liberal education. The largest academic unit of the university, the college provides students with a breadth of knowledge about the global environment and fosters an appreciation and respect for diversity. The College of Arts and Sciences equips students to think critically, communicate effectively, and develop creative solutions to future challenges. The college cultivates the intellectual growth of its faculty, who dedicate themselves through excellence in teaching, research and creative endeavor, and service to the university and to the larger communities of which they are a part.

The college supports the university mission through its departments and programs. It is in them that the faculty teach and do scholarship and students learn, and through them that the faculty serve the larger university, their professions, and the community. Each of the departments and programs in the college is completing the strategic alignment process on its own, thus the USAP team should consider all those reports as indicators of how the college supports the university mission.

At the level of the college, we provide the infrastructure to operate the college’s programs (financial records, faculty personnel records, faculty governance records, and student records). Specifically, we provide support to the faculty and students through oversight of student records and certifying of graduation, coordination of student advising (although the majority of advising takes place in departments), providing oversight of financial transactions through the business manager, financial contributions to student travel to research meetings, and occasional support of faculty travel to meetings or department or program events. We also maintain extensive web pages and the records of all faculty governance that takes place at the college level (e.g., minutes and other governance documents).

There are also five Centers of Excellence associated with the college: the Environmental Resources Center, the Center for Social Research, the Institute for Holocaust and Genocide Studies, the Mike Downs Center for Indiana Politics, and the Center for Applied Mathematics and Statistics. Each has a unique mission, but all combine scholarly expertise with community connections.

The college also supports a series of lectures and panels for the college, campus, and community. These are reported in the list below. The college has a publication office that maintains the college’s web and social media sites, and publishes two peer-reviewed journals, Clio: A Journal of Literature, History, and the Philosophy of History (three issues a year), and Marlowe Studies: An Annual (one issue a year), and a general community- and alumni-focused publication, Collegium. For the bulk of the 2013-14 academic year, at the request of the former dean, a third journal, the American Journal of Undergraduate Research, was overseen by the publication office, but after the publication of one issue, the journal was moved to SUNY-Oswego.

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.
For the past three years, the College of Arts and Sciences has awarded between 50 and 60 master’s degrees, approximately 320 to 330 bachelor’s degrees, and 57 associate degrees and certificates each year. Associate’s degrees (but not certificates) have declined in recent years as our mission moved away from two-year degrees, but the number of bachelor’s and master’s degrees represent small increases. More details can be found in the college annual report for 2013-14 at this link: www.ipfw.edu/departments/coas/resources/annual-reports.html.

Last year, the college expanded the number of professional advisors at the college level to two. These advisors coordinate New Student Orientation for the college, any campus visit days arranged by Admissions, and advise transfer students, COAS undeclared majors, and other students who seek advising at the college level. They also supervise degree plans for all college undergraduate programs, programming of degree requirements for all college programs in MyBlueprint, oversee the granting of exceptions for degree requirements, and assist with the certification of degrees. They are also in regular contact with lead advisors in the college’s departments, arrange for periodic meetings of lead advisors, and offer training to departmental advisors on software or advising requirements. Having two professional advisors at the college level has been an important addition to fostering student success in COAS.

As noted above, degrees are certified by the college office in collaboration with academic departments and programs. A single clerical staff member, with assistance from another staff member and the two advisors, prepares degree audit letters for all students earning degrees and certificates from the college programs (more than 400 students per year). With the assistance of the academic departments, on a single day soon after grades are recorded, students’ progress is matched against the degree audit letters to ascertain who is eligible to graduate. This staff member also calculates the values for graduation with distinction and highest distinction. This is a very important college function for departments and students.

The college also supports student-faculty research in our departments and programs through regular funding of student travel to professional meetings to present research done in collaboration with faculty mentors. In the last fiscal year we supported 4 graduate students and 13 undergraduates, and have supported one graduate student and 19 undergraduates so far in FY 15.

The college also awards nine scholarships annually to academically-deserving students, and endowed by gifts to the college. There are five Robert E. Wise scholarships, three awarded to incoming freshmen intending to major in math or physical science, and two awarded to seniors majoring in Purdue University degree programs, two Floyd R. Neff scholarships awarded to students in Indiana University degree programs, one Van Coufoudakis scholarship awarded to a student majoring in a humanities or social science field, and one Robert and Susan Dettmer scholarship awarded to any COAS student based on financial need and merit. These scholarships are awarded at the annual Honors Banquet, where departments from across the college honor their high achieving students in an event that is often described as the highlight of the academic year in the college.

The Faculty in Focus lecture series (formerly, First Mondays, see below for a list) is a series of faculty research presentations primarily focused on a student audience, although often drawing faculty colleagues and others as well. Given the importance of faculty-student research to our mission, this lecture series, if it was able to draw students in as future research collaborators, it would serve the student success mission as well.

The college publications office has developed a series of videos recognizing our students and highlighting their experiences in various majors in the college. They are designed with incoming students in mind, as a recruiting tool as well as to be informative. They are uploaded to YouTube and promoted through social media. These are called “The Major Factor.” They can be found at this website: http://www.ipfw.edu/departments/coas/news/major-factor/index.html.
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.

As is the case for fostering student success, the bulk of the creation, integration, and application of knowledge, driven by faculty and student scholarship, happens in the academic departments in the college. The faculty of the college are involved in scholarship and its application in all the departments and programs, and this can be seen in the USAP report from each department.

In the college office we support faculty scholarship with occasional funding for travel for faculty (we fund student travel more often as academic departments typically fund faculty, who also have access to grants for international travel) and through a series of faculty lectures and research presentations. Because these are generally open to the public, they are listed under section III, below, but they serve this goal also.

The five Centers of Excellence which reside in the college (Environmental Resources Center, Center for Social Research, Institute for Holocaust and Genocide Studies, Mike Downs Center for Indiana Politics, and Center for Applied Mathematics and Statistics) each take steps to apply the scholarly expertise of the faculty associated with it to concerns of the community and the region. These include consulting in the community (e.g., the Center for Applied Mathematics and the Center for Social research provide statistical consulting and design survey research for community businesses and organizations) and local events (e.g., the Institute for Holocaust and Genocide Studies recently sponsored a series of presentations and programs about the Nazi pursuit of homosexuals in the community, and the Mike Downs Center is extensively involved in local, regional, and state electoral politics).

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.

Above and beyond the educational programs we offer to the citizens of the region, the main additional way the college serves as a regional hub is through the lectures, panels, and other programs we offer to the college, campus, and regional communities, as well as through the five centers of excellence referred to above.

The past three years’ programs are listed below, and links to most can be found on the college web pages. Many of the presentations are on YouTube, in the IPFW Media Vault, and appear on the campus television channel.

2014

Distinguished Lecturer series

- "Why Do Boys and Girls Behave Differently? What I have Learned in Thirty Years of Studying Children's Gender Development"
  - Internal; March 2014
  - Elaine Blakemore (psychology)
  - Blakemore presented with Lowell Beineke Award for Outstanding Contributions to the Liberal Arts and Sciences.
- "Living in a Foreign Tongue"
  - External; September 2014
  - Boaz Keysar (University of Chicago, psychology)

4th Annual COAS Symposium on Teaching and Learning
University Community Conversation (UC2) (ipfw.edu/uc2)

- “Making It Up and Passing It On: Margaret T.G. Burroughs Artist, Activist, Educator, and Museum Founder”
  - Internal; April 2013
  - Mary Ann Cain (English & linguistics)

- “Synthesizing Life”
  - External; November 2013
  - Steven A. Benner (distinguished fellow, Westheimer Institute at the Foundation for Applied Molecular Evolution)

3rd Annual Symposium on Teaching and Learning

- “The Seven Habits and Practices of Master Teachers”
  - January 2013
  - William Buskist (Auburn University, psychology)

- 2014: The World
  - "Liberal Education and Global Citizenship in the Twenty-First Century"
    - February 2014
    - Panelists: Carl Drummond (vice chancellor, academic affairs), Rachel Hile (English & linguistics; director, liberal studies), Lachlan Whalen (ILCS; director, international studies)
  - "Globalization and the Rise of the Third World"
    - March 2014
    - Moderator: Stephen Buttes (ILCS)
    - Panelists: Rick Weiner (history), Ann Livschiz (history), Jim Lutz (political science)
  - "Juliet and Romeo"
    - April 2014
    - Play written by Jack Cantey (student, English & linguistics)
    - Moderators: Damian Fleming (English & linguistics), Chelsie McCorkle (student, English & linguistics)
  - "World War I and the Birth of the Modern World"
    - September 2014
    - Moderator: Jeffery Malanson (history)
    - Panelists: Troy Bassett (English & linguistics), Kenneth Bordens (psychology), Ronald Duchovic (chemistry), Ann Livschiz (history)
  - “First Generation University: IPFW’s First 50 Years”
    - November 4, 2014
    - Presentation by Eleanor Hannah (history)
  - "The Internationalization of IPFW"
    - November 12, 2014
    - Moderator: Jeffery Malanson (history)
    - Panelists: Ahmed Mustafa (biology), James Toole (political science), and Nancy Virtue (ILCS, French)

Faculty in Focus series (formerly First Mondays)

- “Sexuality, Identity, and the Power of Language in the Arab World”
  - February 2014
COASD Arts and Sciences

- Assem Nasr (communication)
  - “Microbial Sunscreens: Obstacles and Opportunities”
    - March 2014
  - Tanya Soule (biology)
  - “What Does Poverty Look Like? Building Shantytown Fictions with José Donoso”
    - April 2014
    - Stephen Buttes (ILCS, Spanish)
  - “Materiality Matters: Books and their Contents in the Middle Ages”
    - October 2014
    - Damian Fleming (English & linguistics)
  - “I Wish I Was Back Home in Derry”: Songwriting in an Irish Political Prison and the Paradox of Exile”
    - November 2014
    - Lachlan Whalen (ILCS; director, international studies)

Other COAS Events

- “A Gray Barn Rising: A Poetry Reading by Indiana Poet Laureate, George Kalamaras”
  - February 2014
  - George Kalamaras (English & linguistics)
  - Celebration of 2-year appointment as poet laureate
- Science Olympiad
  - February 2014
- “Crash Course on the Crisis in the Crimea”
  - March 2014
  - James Toole (political science), Ann Livschiz (history)
- First Annual Science and Society at IPFW event
  - November 2014
  - 100+ students and faculty members presented posters or opened their labs for tours at the event
  - Held in conjunction with the Office of Admissions’ Campus Visit Day
- Annual COAS Enhancement of Learning Presentation
  - “Enhancing Student Learning with Undergraduate Research and Google Earth”
  - December 2014
  - Stephen Buttes (ILCS, Spanish)

2013

Distinguished Lecturer series

- “Making It Up and Passing It On: Margaret T.G. Burroughs Artist, Activist, Educator, and Museum Founder”
  - Internal; April 2013
  - Mary Ann Cain (English & linguistics)
- “Synthesizing Life”
  - External; November 2013
  - Steven A. Benner (distinguished fellow, Westheimer Institute at the Foundation for Applied Molecular Evolution)

3rd Annual Symposium on Teaching and Learning

- “The Seven Habits and Practices of Master Teachers”
  - January 2013
  - William Buskist (Auburn University, psychology)
• 2013: The Nation

• "Is There an American Nation? A Round Table Discussion"
  » January 2013
  » Moderator: Steven Buttes (ILCS)
  » Panelists: David Schuster (history), Steve Carr (communication), Sinikka Grant (English), Jamie Toole (political science)

• "From Cleopatra to Clinton: Sex Scandals through the Ages"
  » February 2013
  » Panelists: Suzanne LaVere (history), Jeff Malanson (history), David Schuster (history)

• "Hyphenated-Americans: Immigration and American Identity"
  » February 2013
  » Moderator: L. Michael Spath (religious studies)
  » Panelists: Saneta Maiko (Kenyan-American), Ahmed Abdelmageed (Arab-American), Minn Myint Nan Tin (Burmese-American)

• "A Vanished World: The Science of Reconstructing Dinosaur Habitats from the Fossil Record"
  » March 2013
  » Panelists: Ben Dattilo (geosciences), James Farlow (geosciences)

• "Before the King James Bible: English Language and National Identity, 1400–1650"
  » April 2013
  » Damian Fleming (English & linguistics)

• "The March on Washington 50 Years On: Fort Wayne Echoes of Dr. King's Dream"
  » August 2013
  » Moderator: Deborah Godwin-Starks (communication)
  » Panelists: Quentin Dixie (philosophy), Rev. Saharra Bledsoe (president, NAACP, Fort Wayne chapter), Miles Edwards (retired educator), Rev. Bill McGill (pastor), Glynn Hines (city councilman), Larry Lee (president, Leepoxy Plastics)

• "1863: The Civil War's Pivotal Year"
  » September 2013
  » Moderator: Jeffrey Malanson (history)
  » Panelists: Sara Gabbard (director, Friends of Lincoln), Jane Gastineau (Lincoln librarian)

• "Interactive Presentation by Jerry Ross: NASA's Record-Setting Frequent Flyer"
  » October 2013
  » Presentation by Jerry Ross (NASA astronaut)

• "A World of Great Books at IPFW: UC² and The Remnant Trust"
  » October 2013
  » Panelists: Eliot Bartky (political science), Damian Fleming (English & linguistics)

• "The Future of the American Dream: Income Inequality and Economic Development"
  » November 2013
  » Moderator: Andrew Downs (political science)
  » Panelists: John Gardner (pastor), Rachel Rayburn (public policy), Tom Lewandowski (labor organizer), Hedayeh Samavati (economics)

First Mondays series (ipfw.edu/first-mondays)

• “A Lover’s Praise or the Lord’s Command? Interpreting the Song of Songs in Medieval Europe”
  » February 2013
  » Suzanne LaVere (history)

• “The Mysterious Identity of Helen Dickens, Victorian Novelist”
  » March 2013
  » Troy Bassett (English & linguistics)

• “How Generous Are We? Analyzing US Help to Countries in Need”
  » April 2013
  » Jamie Toole (political science)
COASD Arts and Sciences

Program Write-up with Task Force Comments

- “Globular Star Clusters and Dark Matter”
  - October 2013
  - Steve Gillam (physics)
- “Diversifying English Uses and Users: The Role of English Language Education in Multicultural Japan”
  - November 2013
  - Mieko Yamada (sociology)
- “Mysticism, Musicality, and Folk Epic: The Tragedy of Hir-Ranjha in a Kafi Performed by Nusrat Fateh Ali Khan (d. 1997)”
  - December 2013
  - Erik Ohlander (philosophy)

Native Tongue series

- “Anvils of Blood, Oaths of Iron: Power, Secrecy, and Assassination in the Western Sudan”
  - October 2013
  - John Aden, (executive director, Africa/African American Historical Society and Museum)

Other COAS Events

- Science Olympiad
  - February 2013
- “Russia and Chechnya: Conflict for Export?”
  - April 24, 2013
  - Ann Livschiz (history)

2012

COAS 25th Anniversary Celebration and inaugural presentation of the Lowell Beineke Medal for Outstanding Contributions to the Liberal Arts and Sciences

- November 2012
- Special presentation: “Can Academic Freedom Be Saved?” by Cary Nelson (University of Illinois at Urbana-Champaign, English)
- Lowell Beineke (math) presented with first Lowell Beineke Medal for Outstanding Contributions to the Liberal Arts and Sciences.

Distinguished Lecturer series

- “Women as Leaders: Negotiating the Labyrinth”
  - External; March 2012
  - Alice Eagly (Northwestern University, psychology)
- “Medieval Christians and the Holy Book of Islam”
  - External; October 2012
  - Thomas E. Burman (University of Tennessee–Knoxville, medieval studies)

2nd Annual Symposium for Teaching and Learning

- “Teaching to How the Mind Works”
  - January 2012
  - Linda B. Nilson (Clemson University, director, office of teaching effectiveness and innovation)

University Community Conversation (UC2) (ipfw.edu/uc2)
2012: The City

- "I Want to Go to There: Utopian Thinking and City Planning"
  - January 2012
  - Moderator: Elliot Bartky (political science)
  - Panelists: Constance M. Furey (Indiana University–Bloomington, religious studies), Thomas Hey (political science), Elias Samaan (A&Z Engineering), John Stafford (director, Community Research Institute)

- "Metropolis (1927), Restored: A Viewing and Discussion"
  - February 2012
  - Presenter: Steve Carr (communication)

- "Fort Wayne Civil Rights: Yesterday and Today"
  - February 2012
  - Panelists: James Redmond (photographer), Larry Lee (president, Leepoxy Plastics), Quinton Dixie (religious studies)

- "Where We Live as a Part of Community Identity"
  - March 2012
  - Moderator: Andrew Downs (political science)
  - Panelists: Cindy Joyner (neighborhood code enforcement), Colleen Huddleson (neighborhood code enforcement), Heather Presley-Cowen (Fort Wayne community development), Eric Fisher (Midtowne Realty, Inc)

- "The Politics of the Holy City"
  - April 2012
  - Gil Hoffman (chief political correspondent, Jerusalem Post)

- "Feeding the City: A Panel Discussion"
  - September 2012
  - Organizer: Damian Fleming (English & linguistics)
  - Moderator: Elizabeth Mannir (women’s studies)
  - Panelists: Jane Avery (executive director, Community Harvest Food Bank), Cyndi Demaree (president/co-owner, Firefly Coffee House, Inc), Ricky Kemery (Purdue horticulture extension educator), Fritz Hoffman (general manager, J. K. O’Donnell’s), Dan Campbell (Affine Food Truck), Derek Dailey (president, IPFW Urban and Community Gardening Organization)

- "Social Media or Social Spaces? Political Perspectives and the Future of Public Space"
  - September 2012
  - Presenters: Matthew Kubik (interior design), Pat Ashton (sociology)

- "The World’s Religions Come to the City of Churches: Religious and Cultural Diversity in Fort Wayne and Allen County"
  - October 2012
  - Presenter: L. Michael Spath (religious studies)

- "Great Books, Liberal Education, and Democracy: Panel Discussion"
  - October 2012
  - Panelists: Marlin Stutzman (US House of Representatives), Elliot Bartky (political science), Joyce Lazier (continuing lecturer)

- "The Future of the American City: The Impact of National Elections on Local Communities"
  - November 2012
  - Moderator: Andrew Downs (political science)
  - Panelists: Ted Ellis (mayor of Bluffton), Suzanne Handshoe (mayor of Kendallville), Tom Henry (mayor of Fort Wayne), Norman Yoder (mayor of Auburn)

First Mondays series (ipfw.edu/first-mondays)

- "Facing Death Like a Professional: Navigating the Health Care System at the End of Life"
  - February 2012
  - Abraham Schwab (philosophy)
- "1972–2012: Forty Years in Feminist History"
  - March 2012
Indiana University-Purdue University Fort Wayne (IPFW)
Program Write-up with Task Force Comments

COASD Arts and Sciences

- Janet Badia (women’s studies)
- “Globalization and Adolescent Well-Being in the South Pacific”
  - April 2012
- Hal Odden (anthropology)
- “Rethinking Gender and Intimate Partner Violence”
  - October 2012
- Jody Ross (psychology)
- “Remembering the Ancestors in a Changing World: The Past, Present, and Future of Wildlife Populations”
  - November 2012
- Mark Jordan (biology)
- “The Layer Cake Paradox: How Did Patchy Environments Become Uniformly Layered Sediments in the Ancient Marine Deposits of Cincinnati?”
  - December 2012
- Benjamin Dattilo (geosciences)

Native Tongue series

- “Who Loves You More?: Barack Obama, Cornel West, and the Political Philosophy of Martin Luther King, Jr.”
  - April 2012
- Timothy Lake (Wabash College, English)

Current Events Brown Bag

- “Vladimir Putin”
  - August 2012
  - Ann Livschiz (history)
- “Mars Rover”
  - September 2012
  - Carl Drummond (dean, COAS; professor, geosciences)
- “The Syrian Conflict”
  - September 2012
  - Assem Nasr (communication), Farah Combs (ILCS, Arabic)
- “US Drone Attacks and Targeted Killing”
  - September 2012
  - Jim Lutz (political science)
- “Fort Wayne’s Legacy Funding”
  - September 2012
  - Carl Drummond (dean, COAS; professor, geosciences)
- “Social Media and the 2012 Election”
  - October 2012
  - Steve Carr (communication)
- “Obamacare and You”
  - October 2012
  - Abe Schwab (philosophy)
- “High-Speed Rail Service in Fort Wayne”
  - October 2012
  - Stephen Kleinschmit (education and public policy)
- “Burmese Resettlement”
  - October 2012
  - Minn Myint Nan Tin (executive director, Fort Wayne’s advocacy center)
- “Unclear Boundaries: Complications in the East-West Divide from the Perspectives of Europe, Asia, and the Americas”
  - November 2012
  - Presenters: Rick Weiner (history), Lee Roberts (ILCS), James Toole (political science)
COASD Arts and Sciences

Other COAS Events

- “Take to the Streets: Voices from the Tea Party & Occupy Movements”
  - February 2012
  - Open discussion
- “On Solvability of Partial Differential Equations”
  - February 2012
  - Yifei Pan (math)
- “Evolution and Creation: Conflicting or Compatible”
  - February 2012
  - Patricia Kelly (distinguished lecturer, Paleontological Society)
- “The Arms Race from a Snail’s Perspective”
  - February 2012
  - Patricia Kelly (distinguished lecturer, Paleontological Society)
- “Foreign Languages, What Can We Do with Them?”
  - February 2012
  - Talia Bugel (ILCS)
- Sigma Xi Science Café
  - “Microbial Sunscreens: Opportunities and Obstacles”
    - October 2012
  - Tanya Soule (biology)
- “Cultures of Violence in the United States”
  - October 2012
  - David Schmid (University of Buffalo, English)
- “Obamacare and You: What Obamacare Means for Business and Healthcare in Fort Wayne”
  - October 2012
  - Moderator: Abraham P. Schwab (philosophy)
  - Panelists: Raymond Dusman, MD (chief physician executive, Parkview), Kathy Carrier (president and CEO, Brilijent Keepsake Threads), Rick Cochran (president and CEO, Physician’s Health Plan of Northern Indiana, Inc.), Jonathan D. Walker, M.D. (retinal surgeon, Indiana School of Medicine, Fort Wayne,)

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.

1. The Community Advisory Board

The college has as community advisory board. We are working with them to better define their role and how we can make better connections to community goals for the College of Arts and Sciences. Two new members (McMahon and Richardson) were appointed this year, as two previous members resigned. The board members are:

Howard Chapman, Esq.
President, Waterfield Foundation and Administrator of the Chapman Fund of Counsel to Barrett and McNagny

Michael Conforti
Vice President, Engineering
Exelis Inc.

Nathaniel Hubley, Esq.
Attorney
2. Communication with our Constituencies: *Collegium*

*Collegium* is the College of Arts and Sciences’ alumni/community outreach publication designed to promote the accomplishments of COAS alumni, students, faculty, and supporters. It began as an annual print magazine sent to alumni, faculty, and other supporters, but is now an e-zine sent regularly to COAS alumni, faculty, local and regional media outlets, and supporters electronically. It can be found at: [www.ipfw.edu/departments/coas/alumni/collegium.html](http://www.ipfw.edu/departments/coas/alumni/collegium.html)

3. The Quality and Efficiency of the Organization

The college recognizes and rewards exemplary faculty participation in teaching, research, and service with a series of annual awards, some of which are named in honor of long-time faculty members and in some cases, supported by gifts from those individuals or others. These include the Pippert Research Awards, the COAS Enhancement of Learning Award, the Bruening Advising Award, the Downs-Hollander Service Award, the Multidisciplinary Faculty Scholars Award, and the Regional Engagement Award (chosen by the Community Advisory Board). Periodically, the college’s premier award, the Lowell Beineke Medal for outstanding contributions to the liberal arts and sciences, for recognition of achievement in teaching, research, and service is presented.

In recent years, the college has developed a set of procedures and policies to improve the reappointment process, a set of guidelines for the mentoring of untenured faculty, and procedures for the annual review and periodic reappointment of department chairs. These can be found at: [www.ipfw.edu/departments/coas/resources/forms.html](http://www.ipfw.edu/departments/coas/resources/forms.html). There is no doubt that these have impacted the quality and efficiency of the college in positive ways.

Further, a number of practices were put in place in the college under the Associate Dean for Faculty Development to assist junior faculty in their adjustment to the college and the university, and their development as teachers and scholars in the IPFW environment. These include individual consultations and a series of events and workshops about promotion and tenure.

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

N/A

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

N/A at the college level. Chemistry has an accredited degree from the ACS.

**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?

N/A

**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.

I don’t know of any. I would like to expend more resources on pay for clerical staff.

**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/

No.

**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:
Specific

2. Comment on the goal's measures:
Appropriate

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

4. Comment on the goal’s relevance:
Relevant

5. Comment on the timeline of the goal:
Achievable

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

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

a) To develop a set of underlying goals and/or objectives for the COAS-level curriculum requirements for BA and BS degrees.

b) To develop a plan for revising our current COAS college-level curriculum requirements consistent with these goals and objectives, to position our college for the future and advance our values

**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.

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

Other goals may be met, depending on how this proceeds. Possibly I.C.5, I.D.1, and/or I.D.2

**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?
A working group of faculty, consisting of a representative from each department in the college, is being constituted to propose the goals and objectives (a, above) and the plan (b, above) to the college Executive Committee by December 2015. I anticipate that the Executive Committee will submit them to a vote of the COAS Council shortly thereafter.

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

This goal should be accomplished in the 2015-16 academic year and, if not, the following year. Metrics are not needed after that time. Either the goals and the plan are in place and approved, or they are still in process, or they were developed, but not approved. This should not be a multi-year process.

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

Yes

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

n/a

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

Challenges are inherent in coming to an agreement about such a set of goals in a large and widely divergent group of faculty. This seems especially so between the departments that offer the BS degree and see it as something more akin to a professional degree than a liberal arts degree (and this appears to be only a subset of the BS-granting departments in the college), and the BA-degree-granting departments and programs, which are more committed to a broad liberal arts foundation in their graduates.

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

If this goal is not attained in the 2015-16 academic year, it will be in the 2016-17 academic year, or it will not be attained.

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

To restructure the faculty lecture series, begun by the previous dean, formerly known as First Mondays, now running under the title of “Faculty in Focus.”

The series will be divided into two themes, one consistent with the previous theme of First Mondays (to provide a series of student-focused lectures on faculty research), and the other a new theme, to focus on innovative pedagogy or pedagogical research, to highlight our teaching mission and the fine pedagogical scholarship and innovative teaching done by our faculty.

The goal is to have one lecture per month, alternating between the two themes. Friday at noon seems to be the most desirable time slot. There will be no lecture in January or in the month when the COAS Enhancement of Learning award lecture is delivered.

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

II.A. Project future regional, national, and international demand for research and collaboration.

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

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

II.M.2 Students participating in research and scholarly activity

III.A. Expand meaningful collaborations and research opportunities with regional, national, and global partners.

III.B. Provide access to outstanding intellectual programming.

III.D. Provide non-credit enrichment experiences for the community.

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

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

Medium

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

1. Name two small (2-3 people) faculty committees to solicit presenters for these two series.

2. Develop an action plan for promoting each lecture internally. In particular, for the student-focused research talks, a set of expectations for the department of the speaker to encourage or reward student attendance, and for the pedagogy theme, to encourage wide attendance by faculty, including LTLs and graduate aides/assistants who teach.

3. Work with the staff of the college Publications office to promote these events.

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

1. Attendance

2. A survey of the faculty, completed after the first year, to assess whether the series meets the goals of 1) interesting students in research and research involvement, 2) promoting awareness of faculty scholarship in the college, and 3) promoting the value of innovative pedagogy.
Question: Resources - Are you able to accomplish this unit goal with your current resources?
Yes

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?
None, except the cooperation of departments in promoting the series.

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?
Willingness of departments to promote, and colleagues and students to take time out of their busy schedules to attend.

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?
One year should be sufficient. If attendance is poor, and the survey suggests that the series or either theme is not of merit, the college should decide to discontinue the series or one of the themes.

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:
Action steps and goal conflated

2. Comment on the goal's measures:
We recommend that you set a clearer quantitative measure that will signify achievement of the goal (e.g., number in attendance)

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

4. Comment on the goal’s relevance:
Relevant

5. Comment on the timeline of the goal: Achievable
Possible opportunities for collaboration or suggestions for addressing a gap:
Possible collaboration with Alumni, Development, DCS Training Development
Question: Unit Goal - What is your unit goal?

To establish a new lecture and panel outreach series to reach the Fort Wayne community in service of our role as regional, cultural, and economic hub. Our previous series, UC2, has now ended—this would replace it, but take steps to increase community participation as both presenters and audience.

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., III.B, III.C, III.D, III.F

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

III.B. Provide access to outstanding intellectual programming.

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

III.D. Provide non-credit enrichment experiences for the community.

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

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

Medium

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

Establish a committee consisting of faculty and community members to design the series. The COAS publication office will assist with publicity and marketing.

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

1. Is the series established, with at least three events per semester?
2. Are there both university and community participants and among the audience?
3. What is the attendance?
4. Survey attendees as to its usefulness.

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

Yes

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

None
**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Finding community participants, and generating sufficient interest to support strong attendance.

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

Within three years, its usefulness should be assessed and a decision made to continue it or not.

**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:

We recommend that you set a clearer quantitative measures that will signify achievement of the goal (4, 5, and 6)

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

Achievable

4. Comment on the goal’s relevance:

Relevant

5. Comment on the timeline of the goal:

Achievable

Possible opportunities for collaboration or suggestions for addressing a gap:

Possible collaboration with Office of International Education, Career Services, CELT and Co-op

Possible funding collaboration with DCS and CELT

**Question:** Unit Goal - What is your unit goal?
To establish an assistant/associate dean (AD) for student affairs (or student success). .5 administrative load, no summer teaching expectation (100% administrative in summer).

This AD would be selected from among the tenured faculty, and would have a history of strong teaching, advising, and/or involvement in high impact pedagogical practices. This AD would be in addition to the current AD position, which focuses on faculty development and program review.

The most important part of the AD’s role would be to increase the number of high impact practices in the college, either at the course or the department level (see the AAC&U LEAP website: [www.aacu.org/leap/hips](http://www.aacu.org/leap/hips)), especially those that impact retention and preparation for employment or graduate education (or, overall, career readiness). In particular, this would include undergraduate research, diversity and global learning experiences, service learning and community-based learning, and internships. To a lesser extent, it could also include freshman seminars, collaborative assignments/projects, writing intensive courses and capstone courses, and any of the other high impact practices not previously mentioned.

In addition to the development of high-impact practices identified by LEAP’s research, other initiatives that support career-readiness (as do internships and service learning) will be part of this goal. One example includes developing a base of community mentors or partnerships to connect students to possible employment.

Some funding would be needed to support course development grants or curriculum development grants (at the department level) to assist faculty and departments to increase the use of these practices.

The AD would also be responsible for overseeing the assessment, advising, graduation certification, curriculum, and bulletin review functions of the college. He or she would be authorized to grant exceptions to degree requirements, to sign graduation audits, to sit on the Student Affairs and Curriculum Committees. The college advisors would report to this AD.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.
I.A.1. Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources.

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

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

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

I.M.1 Retention and graduation rate

I.M.2 Post graduation success

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

III.A. Expand meaningful collaborations and research opportunities with regional, national, and global partners.

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

High

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

This goal depends on the next dean. There would need to be a call for the AD. That person, in collaboration with the dean and with faculty input, would undertake a study of what practices would best suit COAS (note that there was already a study of service learning by a study group under the leadership of former AD Blakemore which produced a set of recommendations that have yet to be implemented, largely because of their timing, associated with a time of budget retrenchment). Following that, calls for course development or curriculum development grants to implement these practices.

Another activity the AD would be expected to do would be to work with the departments and the COAS Community Advisory Board to establish a network of career mentors in both the public and private sectors in the region.
Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

1. Is the AD in place?
2. Have appropriate high-impact practices been identified?
3. Is a committee established to oversee applications for career and curriculum development grants?
4. Have community mentors been identified?
5. Have high-impact practices increased?
6. Have the practices affected retention, graduation, and career readiness?

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

Not entirely. To put an AD in place would require compensating the department with LTL funds to replace their teaching. COAS could easily afford that. To put course development or curriculum development grants in place would be the most expensive part of the plan. COAS has significant reserves in its miscellaneous revenue (DCS income) account which could fund some grants, but additional funding would be desirable.

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

Funding to support course or curriculum development grants. Assuming $2500/grant (and that may be too small) $25,000 could fund 10.

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

1. Lack of interest on the part of academic departments in developing additional offerings in this area.
2. Inability to find relevant sites for internships and service learning opportunities.
3. Students uninterested in taking part in such activities, if voluntary.
4. Inability to find community mentors or partners.

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

To look for an impact of a goal like this (the final impact on students) would take at least five years.

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 measurements

2. Comment on the goal's measures:

This is a specific goal 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):

Achievable

4. Comment on the goal's relevance:

Relevant

5. Comment on the timeline of the goal:

Achievable

Possible opportunities for collaboration or suggestions for addressing a gap:

Possible collaboration with the Advising Council

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

To assess advising in the college, at the college level and in the academic departments, with a goal of creating better connections between students and their advisors, greater retention, and higher levels of degree completion.

**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. Process Goals: Improve Measurement of Student Learning

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

I.C.4. Expand support for international students.

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

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

IV.A.1. Rationalize, prioritize, and establish a set of appropriate performance metrics for all academic and non-academic units.


**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?

Under the leadership of the Associate Dean for Student Affairs (see Goal 4), and with the collaboration of the COAS Student Affairs and Assessment Committees, the college advisors, and department chairs and lead advisors, develop an assessment plan for academic advising in the college and use the results of that assessment to build more effective advising to support the goals and metrics listed above.

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

Since this is a very open goal at this point, that is difficult to say definitively. At the very least, the assessment plan for assessing advising is the first key step. After the results of that are known, plans for modifying advising would be expected to follow.

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

For the most part, yes. Some conference travel support for contributors to this effort would be needed, but the college should be able to support that.

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

Not known at this point (except for the AD in Goal 4).
**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

It’s very likely that advising is variable across the college, and even within the same academic department. A one-size-fits-all model isn’t likely to be applicable in COAS.

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

To do it well, this goal should take approximately two years to achieve.

**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:

   Specific

2. Comment on the goal’s measures:

   Might be beneficial to develop standards for success for position. Specify who is going to review

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

   Achievable

4. Comment on the goal’s relevance:

   Relevant

5. Comment on the timeline of the goal:

   Achievable

   Possible opportunities for collaboration or suggestions for addressing a gap:

   Possible collaboration with CELT

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

Maintain an Associate Dean for Faculty Development or Faculty Affairs in COAS, to support untenured faculty through the P&T process, to assist in the reappointment process, to serve on the college Faculty Affairs Committee, and to oversee program review and other faculty-related administrative functions. This has been a valuable function in supporting untenured faculty, and should continue to be a 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.
Process Goals: Efficiency

IV.B.5. Continue increasing transparency in resource allocation budget formation and administration, and personnel decisions.

**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?

None necessary

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

Review of all functions of this office annually

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

None

**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?

None

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

It should be reviewed annually.

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

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

Specific

2. Comment on the goal's measures:

Although it says the proposal provides more detail about metrics, based on what is written here, it appears some metrics are specific (e.g., 2, 5) and others could benefit from a baseline and a quantitative measurement (e.g., 3, 4, 6, 7).

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

Achievable if budgeted funds are provided

4. Comment on the goal's relevance:

Relevant

5. Comment on the timeline of the goal:

Appropriate

Possible opportunities for collaboration or suggestions for addressing a gap:

n/a

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

Establish an undergraduate research journal in COAS. This journal would publish undergraduate student scholarship from a range of disciplines. Besides publishing student research, the English department would support two or more paid student publishing internships, and additional unpaid (or partially work-study paid) internships in editing, publishing, and graphic design could be offered to other IPFW students. The editorial board would be composed of faculty from across campus.

Note that this is built on a proposal (available on request) by the English and Linguistics Department that includes two journals, the undergraduate journal and a literary journal publishing poetry and fiction by professional creative writers (not necessarily students). This proposal appears as a goal in the ENGL USAP report. This proposal has been endorsed by the interim dean and the VCAA, but is not currently funded.

Both journals would be housed in the college and supported by the publications office of the college. The proposed budgets are tied together because the undergraduate journal would cost more in staff time, whereas the literary journal has more income-generating potential (via sales to libraries and databases). However, I have chosen to focus this goal primarily on the student journal.

**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.

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

II.M.2 Students participating in research and scholarly activity

**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?

As noted above, the Department of English and Linguistics and the COAS Director of Publications have developed a proposal for two journals. I asked them to develop a budget, and they did so. I will include that budget in my budget requests for 2015-16.

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

1. Is the journal funded?
2. Is the first issue published?
3. Do students, especially IFPW students, submit sufficient quality papers?
4. Does undergraduate research increase on campus?
5. By 2020, does 10% of the graduating class submit papers?
6. Does being an intern contribute to the employment success of those students?
7. After at least two issues, survey constituencies (students and faculty in particular) about its usefulness. Consult with a social scientist to develop the survey.

The proposal provides more detail about metrics.

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

No. The English Department has agreed to provide some funding (especially for internships and an award for best student/faculty collaboration).

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

.25 of the time (load) of the COAS Publication Director, Cathleen Carosella plus benefits (~ $18,000) and additional S&E (~ $6700). As I said, I will make this part of my 15-16 budget request.
**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Obtaining enough high quality undergraduate submissions to sustain the journal, and especially to increase to 10% of the graduating students by 2020.

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

If funded, it should only take one year to establish it, but several of the goals will continue to be measured through 2020 (see the detailed proposal).

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

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

   Specific

2. Comment on the goal’s measures:

   Good measures could benefit from milestone measurements

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

   Achievable with university resources

4. Comment on the goal’s relevance:

   Relevant

5. Comment on the timeline of the goal:

   Appropriate

   Possible opportunities for collaboration or suggestions for addressing a gap:

   Consult with Development on industry standards (e.g., cost benefit analysis)

**Question:** Unit Goal - What is your unit goal?
COAS college-level development goals. Last spring, the chairs and I created a list of development priorities for the college. There were three major development goals, in this order:

1. COAS Scholarship Fund (no dollar limit)
2. COAS Student Special Project Fund (to permit students to conduct research, travel to present research or to take part in educational activities, or to take part in summer programs to enhance their educational experiences; $25,000 annually)
3. COAS Graduate Student Scholarship Fund ($25,000 annually)

**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.

IV.C., IV.M.2

**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?

Work with Community Advisory Board and VCAA for Advancement to establish a donor base for the college

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

1. Establish the three funds.
2. Increase funding annually to the goal of $25,000 annually by 2024-25 for each fund

**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 active involvement of the IPFW development team to support the college, or the creation of a COAS development professional staff.

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

I don't know of any.
COASD Arts and Sciences

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

Ten years for full implementation.

**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?