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 Professional Studies 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)

The mission of the Department of Professional Studies, including the programs of Special Education (SPED), Counselor Education (CE), and Educational Leadership (EDLD), is to prepare professionals who demonstrate the capacity and willingness to work with individuals, families, schools, and communities to promote the public good.

Our Department mission aligns with the IPFW mission in offering “graduate programs that drive the intellectual, social, economic, and cultural advancement of our students and our region.” Additionally, our department supports the vision of “IPFW will be known for exceptional retention, persistence, and graduation rates, respected signature programs, and graduates prepared to improve the quality of life in their communities as well as compete locally, regionally, and globally”, as we prepare our students to meet the demands of our area and beyond.

Our Department of Professional Studies is comprised of three graduate level programs: Counselor Education (CE), Educational Leadership (EDLD), and Special Education (SPED). Unless specified differently, statements in this document apply to all three programs.

**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.
100% passing rate for Special Education and Educational Leadership candidates on state licensing examinations.

A consistently high percentage of graduates hold professional positions in their fields, including leadership in public and private schools, and agencies in our area and across the state.

Three students from the Counselor Education Program received the People’s Choice Award for Best Poster at the Indiana Association of Marriage & Family Therapy Conference Fall 2014 and also represented us in the Service Learning Showcase fall 2014.

Counselor Education honor society, Chi Eta Sigma, held its inaugural induction ceremony, receiving the Building Block Award for best new student organization at the 2014 Student Achievement Awards.


A SPED graduate student and faculty member co-authored a journal article.

CE Faculty received a grant for a graduate research assistant for the year for community research.

Three CE faculty and two graduate students co-edited a textbook (2014) which included chapters from 10 current and previous graduate students.

The Counselor Education Program won the North Central Association for Counselor Education and Supervision Innovative Counseling Program Award (2012).

Counselor Education Students won multiple scholarships: Career Cruising Scholarship 2013; Womack Scholarship from Indiana School Counselor Association 2012; Student Travel Grant to present at American Counseling Association’s annual international conference, 2012.

All EDLD candidates completed a minimum of 160 hours of administrative responsibilities under the direct supervision of a licensed school principal.

All graduate students received personalized advising from fulltime program faculty.

All graduate students are supervised by fulltime program faculty during their field experiences, clinical internships, and/or practicum assignments.

**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.

Six fulltime T-T/tenured faculty, two tenured faculty with administrative duties, and one clinical faculty produced 17 publications including books, co-authored books, co-edited books, and peer-reviewed journal articles. Additionally, they led 55 presentations at international, state, and local conferences.

**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.
Cohosted educator conferences for community with other universities/community agencies: Oct 2013 and Oct 2014

Conducted professional development for special education teachers at Harris Elementary school in 2014

Provided consultation to local school district teacher evaluation process to determine merit pay

Served as Associate Representative on the Indiana Association for Marriage and Family Therapy Board

Served on a broad array of state and local organizations, including but not limited to; Northeast Indiana Autism Connection; Fort Wayne Center for Learning; Autism Speaks; Hoosier Family of Readers, IDOE, Advisory Council; Indiana Early Childhood Family Engagement Workgroup; Park Center, Inc, Fort Wayne, Board member; Educational Leadership Council, Big Goal Collaborative, Northeast Indiana Regional Partnership; K-8/3rd Grade Reading Action Team and High School Completion, Big Goal Collaborative; EWIN, Northeast Indiana Works; United Way of Adams County, Secretary; and Indiana Department of Education, Co-facilitator of a statewide Bullying Prevention and Intervention Task Group comprised of school counselors, administrators, district level social workers and school safety specialists to develop a website and webinar, in response to recent Indiana legislation HEA 1423, Indiana State Panels to set state licensing exam cut scores.

**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.

Counseling Education Program provided 6840 hours of free counseling to the community at the IPFW Community Counseling Center over the past 3 years.

A Unit Advisory Committee, consisting of local teachers, administrators, and counselors met regularly to assist in data assessment analysis and provide feedback on enhancing program quality.

To meet new Indiana licensing requirements for educators, Suicide Prevention Training was provided for Student Teachers in the Educational Studies department.

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

Stella Batagiannis, Educational Leadership faculty, won Friends of the University Teaching Award, a prestigious award that has campus wide competition.

Lidija Hurni, New Clinical Director for the Counselor Education Program, was selected Rookie of the Year by the Fort Wayne Journal Gazette, and also elected to the Indiana Association for Marriage and Family Therapy state professional organization board.

Amy Nitza, Counselor Education faculty, won the North Central Association for Counselor Education and Supervision outstanding Diversity Award for 2013. Additionally, Amy Nitza will be honored as the 2015 Association for Specialist in Group Work Fellow, Recognition as 2015 ASGW Fellow at American Counseling Association Conference.
**Question:** Accreditations - What program-specific accreditations and status do you have, if any?

Education programs within the department (School Counseling, Educational Leadership, and Special Education) are accredited by NCATE until the spring of 2019. During its Fall 2011 on-site review, the educational programs met five of six NCATE standards with many accolades. However, failure to meet NCATE Standard Two (Unit Assessment) triggered a Focused Visit in 2013. At that visit, a newly designed and fully implemented continuous improvement assessment system received strong affirmation from the visiting team. In 2013, NCATE was replaced by CAEP, requiring all education programs to meet new CAEP program and unit standards before the next self-study that will be submitted in 2017/18.

Each program is associated with its own specialized professional association that establishes respective standards.

- Counselor Education – Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Educational Leadership – Educational leadership Curriculum Council (ELCC)
- Special Education – Council for Exceptional Children (CEC)

Individual program reviews are submitted prior to the unit self-study and must meet designated criteria in order to meet broader accreditation guidelines. Just as important, under a draft agreement between CAEP and the Indiana Department of Education, individual program reviews must meet CAEP criteria in order for the program to be authorized for graduates to be licensed as teachers, school counselors, or school principals in the state of Indiana. Therefore, transitioning into the new CAEP requirements while meeting changing state expectations requires unprecedented curriculum alignment, data collection and analysis, and demonstrations of graduate proficiency in authentic school settings. Details on CAEP accreditation standards and State of Indiana licensing approvals are available through the office of the CEPP Assistant Dean.

The Counseling Education currently is seeking accreditation through CACREP but is delayed pending the filling of a CACREP-approved tenure-track faculty position. CACREP itself has augmented its accreditation expectations to measure both inputs and outputs based on an extensive list of standards. Should Counselor Education be accredited by CACREP, the School Counseling program will no longer need to be reviewed by CAEP to be approved by the State of Indiana. However, because of the delay in qualifying for CACREP accreditation, the School Counseling program is currently required to meet State of Indiana program standards and to fulfill CAEP data collection and analysis requirements.

In summary, multiple accreditation and program approval processes, while well intended and important for ensuring program quality, are creating tensions and confusion because of their constantly changing/conflicting expectations. All work within the department is prioritized and completed within the constraints of accreditation but requires extensive financial, human, and time resources that are not then available for teaching, research, or university or community engagement/service.

Without accreditation-based state approval, department graduates are not able to be licensed by the state of Indiana school counselors, special education teachers, or school principals. Couples and family therapist graduates benefit professionally from completing a CACREP accredited program.

**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?

Education graduates must be professionally capable of meeting national, state, and local accountability laws as evidenced by K-12 student test scores on ISTEP, state-mandated teacher and principal performance evaluations, and school letter grades. Similarly, counseling graduates must pass the Marriage and Family Therapist examination (AMFTRB) in order to enter professional practice. As a result, program contents and professional skills in all three programs are based on national and state standards approved through legislative law or regulation.

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

The benefit of meeting such rigorous standards is two-fold. First, IPFW is recognized regionally and nationally for high quality graduates of each of the department programs, licensed to work in most states in the country. The reputation of the university is enhanced which attracts additional high quality applicants to these programs. Second, the community benefits from the services of high quality professionals trained through each department program. The tagline of the CEPP is to "do public good". Graduates of each program are fully prepared to fulfill that promise.

The constraints of changing regulations, limited faculty time, limited financial resources, and the complexity of the work previously mentioned.

**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.
Activities controlled within the department and individual programs are highly efficient as work was reorganized in 2013 for increased efficiency and effectiveness. However, factors beyond control of the department or programs create inefficiencies through duplicated requests, unaligned expectations, and expectations for quick responses.

Specifically, requests for data/information from university administration frequently are similar but not identical and fall close to one another because requesting departments are unaware of information being sought by administrative counterparts. Fulfilling duplicated requests, often in differing formats, consumes faculty and secretarial time. Conflicting faculty priorities for meeting both P & T requirements while also reinventing higher education, adds excessive stress to non-tenured faculty and an extra burden to senior faculty supporting them. Last, the preponderance of meetings and emails requesting quick response distracts faculty focus on teaching, research, and engagement/service.

**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/](http://www.ipfw.edu/offices/ir/profiles/)

Enrollment numbers reported show an enrollment high 2009-2010 and our lowest number of majors overall in 2013-2014, with a slight increase in 2014-2015. In 2010 Indiana law was changed to discontinue financial compensation for a non-content advanced degree on a school district salary schedule. Teachers were provided a short time period to complete their advanced degrees before the law took effect, thereby increasing the number of teachers applying to the Special Education MS degree which included a license in Mild Intervention and the Educational Leadership MS which included the license in Building Level Administrator. The lower enrollment from 2011-2014 is because teachers can no longer expect their increased salaries to offset the cost of acquiring an advanced degree. We still have teachers wanting the license in Mild Intervention and the license in Building Level Administrator, and those teachers enroll in our graduate programs but not at the same level as when the school-based salary incentive was available. We need to adjust the number of majors to remain consistent with the Counselor Education program and to increase slightly with the Educational Leadership and Special Education. The Counselor Education program runs 3 cohorts each on a 3-year cycle (approximately 70-75 students) and has an enrollment cap due to capacity issues the program rejects approximately 50% of applicants. Their enrollment has remained stable over the past 4 years.

The current budget includes only one graduate student assistantship for the Counseling Clinic. The budget is for the fall/spring school year, because the clinic is open year round, additional funds taken out of the Miscellaneous Revenue line. Fully funded assistantships and/or scholarships would greatly enhance our quality of students in our program and would allow for more diversity of students to meet underserved populations.

Additional budget funds would allow for more faculty research opportunities and more presentations of research and teaching at professional conferences. This includes more research with graduate students, who also need funds to attend the professional conferences.

The current budget includes very limited funds to assist with marketing and promotion of the three different programs, which have clear distinctions from BA/BS programs and licensure requirements. The target population requires specialized marketing and promotion. Our current budget uses S&E funds and those are not at a level sufficient to support a large marketing campaign that is needed for these specialized fields.
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:

Should list a percentage increased targeted for EDLD and SPED

2. Comment on the goal’s measures:

Goal should include baseline measurements and targets for each program.

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

Not possible without significant university support.

4. Comment on the goal’s relevance:

The goal is relevant.

5. Comment on the timeline of the goal:

Appropriate

Possible opportunities for collaboration or suggestions for addressing a gap:

Possible opportunities for collaboration are Office of Advancement, Marketing Communications, Admissions.

Question: Unit Goal - What is your unit goal?

DPS Goal One: Maintain or increase current enrollment rates of students in all three graduate programs.

CE program averages 26 students per cohort year (total of approximately 70-75 students at any given time) and we need to maintain that enrollment rate. The EDLD and SPED programs both are at minimal levels to implement the programs, both programs need campus assistance to increase their overall enrollment rates.

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.
I.B.4. Expand use of high-impact instructional and advising interventions.

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

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

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

High

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

1. Strengthen currently successful recruitment and retention events.

2. Build student honor organizations.
   - Strengthen counseling organization, *Chi Eta Sigma*.
   - Investigate reinstatement of SPED and EDLD organization, *Kappa Delta Phi*, in coordination with Educational Studies

3. Pursue resources to develop scholarship opportunities for graduate students.
   - Work with the Office of Advancement to secure private scholarship funds.
   - Investigate student scholarship potential through regional and national professional education organizations.

4. Work with Office of Graduate Studies for a targeted marketing campaign.

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

1. Maintain or increase current enrollment levels by cohort. CE program runs 3 cohorts each on a 3-year cycle and has an enrollment cap due to capacity issues the program rejects approximately 50% of applicants. The EDLD program runs 2 cohorts per year. The SPED program has rolling enrollment. Both EDLD and SPED are at minimum enrollments and need to maintain those enrollments or increase total enrollment.

2. Tracking of *Chi Eta Sigma* membership for impact on recruitment and retention. If decision to reinstate *Kappa Delta Phi* or pursue other student honor organizations, employ tracking measures to validate impact on retention and/or recruitment.

3. Progress toward implementation of the student scholarships will be measured by the number of graduate student scholarship opportunities. Develop and implement a mechanism for informing students of available scholarships and tracking them as awarded.
**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?

1. All three programs need a year-round program director because of their year-round program schedules. In addition, expansion of recruitment efforts requires close coordination with the Office of Graduate Studies and University marketing processes.

2. Investigation of honor organizations to engage graduate students in their professions requires, purchases of orientation materials, and additional faculty time to serve as organization coordinators.

3. Expanded scholarship opportunities require coordination with IPFW Office of Advancement, investigation of off-campus professional scholarship opportunities, resources to collect information from professional organizations, and additional faculty time to coordinate department student scholarship effort.

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

Currently there is limited flexibility for offering courses at times and in various locations. Enhanced flexibility will increase recruitment and retention rates. Graduate students needs are different than undergraduate needs for course offerings (ie start times to meet after work schedules.)

Lack of assistantships, scholarships, funding for research, and conference and travel funds for graduate students hampers our recruitment and retention efforts.

Community employers and agencies struggle to provide sufficient financial support and on-site mentoring opportunities needed to produce high quality teachers, administrators, and counselors through financial support of scholarships.

Course offerings and course rotation (including pre-requisites) affect faculty assignments and present a challenge to workload decisions for some programs when the required course has low enrollment for varied reasons.

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

Goals are established for one year and will be evaluated at that time for continuous improvement.

**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:

The goal lacks specificity, define strengthen.

2. Comment on the goal's measures:

What defines success? Goal needs baseline measurements and targets.

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

Unsure. University reward structure not currently consistent with this goal.

4. Comment on the goal’s relevance:

The goal is 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?

**DPS Goal Two:** Strengthen regional community connections to department programs and faculty scholarship.

Currently, we have connections in the community, this engagement is vital to our programs and assisting our students to ‘do public good’. We strive to enhance these connections and to make more connections, where possible.

**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.
High

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

1. Host events for community members and educators to work collaboratively.
2. Create new and mutually beneficial relationships with community organizations.
3. Enhance participation of Advisory Committee through expansion of membership and more frequent interaction.

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

1. Conduct an After Action Review of each event held, including participation, outcomes, and future plans. Continue to host events based on feedback.
2. Documentation of impact with advisory committees in semester Continuous Improvement reports required for accreditation. This impact can be measured by potential program modifications and/or aspects of professional practices imbedded in courses.

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

We need additional resources to complement what is currently available.

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

Cumbersome intra-university processes for event planning and hosting need to be streamlined to enable more frequent interaction between campus units and with community stakeholders.

Community-based collaborative grant opportunities need to be located and pursued without conflicting with other university requests.

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

Faculty community engagement must be acknowledged as a vital part of P & T criteria and as an essential function of the university as it enhances its role in the regional community. Although meaningful interaction within the community establish both faculty and program credibility and viability, DPS faculty currently are dissuaded from community engagement because it does not carry the weight of teaching, research, and university service in the P & T process.
**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Goals are established for one year and will be evaluated at that time for continuous improvement.

**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:

   The goal is specific.

2. Comment on the goal's measures:

   The measures are appropriate.

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

   Not possible without significant university support.

4. Comment on the goal's relevance:

   The goal is relevant.

5. Comment on the timeline of the goal:

   Achievable

   Possible opportunities for collaboration or suggestions for addressing a gap: Possible opportunities for collaboration are Assessment Office, IR.

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

**DPS Goal Three:** Maintain program alignment with specialized professional association and state expectations.

All three programs are accredited and it is vital to maintain that accreditation so our graduates are eligible for state licenses in the appropriate fields.

**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.

High

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

1. Draft accreditation program reviews to evaluate current curriculum/course offerings.
2. Submit draft program report to contracted consultant for initial feedback prior to submission.

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

1. Completed drafts of program review reports according to accreditation-required process and content requirements.
2. Completed After Action Review with analysis of feedback provided by consultant and program changes needed to meet areas of weakness.

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

We need additional resources to complement what is currently available.

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

- Faculty time to draft program review reports, analyze data/feedback, and make required curricular changes.
- Funding to contract individual program review consultants to examine draft program review reports.
- An Assessment Coordinator to monitor compliance with national and state level accreditation and licensing requirements.
- Year-round program directors to maintain assessment files, analyze data, and prepare for program modifications as needed.

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?
Indiana laws and policies do not align with national accreditation requirements, resulting in extremely complex planning and fulfillment of program expectations. Extensive faculty time is required to talk/meet with representatives of various institutions as their institutional expectations continue to evolve. Specifically, the Board of Directors of the CAEP national accreditation agency is currently developing its national policies while the State of Indiana is developing its own educator preparation policies distinctive from the CAEP work. At this time, the USDOE is also releasing its new requirements for educator preparation programs that may drive changes for both CAEP and the State. Significant faculty time and expertise is required to stay abreast of developments, influence policy making where possible, and convey evolving expectations to department faculty.

Faculty and staff need additional training on the use of robust data management systems (TaskStream, etc.) not available through IPFW.

Programs need technical assistance in the analysis of program and student performance data for completion of program reports.

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

Goals are established for one year and will be evaluated at that time for continuous improvement

Program reviews must be submitted for accreditation review in 2016 leading to state program approval and a full accreditation on-site visit in 2018.

**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:

The goal lacks specificity. Needs to define what enhance means

2. Comment on the goal's measures:

Need a baseline by defining what maintain means

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

Not without additional resources

4. Comment on the goal’s relevance:

The goal is relevant.

5. Comment on the timeline of the goal:

Unsure if achievable since goal is not specific.

Possible opportunities for collaboration or suggestions for addressing a gap:

n/a

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

**DPS Goal Four:** Enhance opportunities for faculty to participate in professional growth experiences to augment teaching, scholarship, and community engagement.

**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 with the community for the application and integration of knowledge.

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

III.B. Provide access to outstanding intellectual programming.

**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. Increase faculty opportunities to seek research grants through training and university support.

2. Support faculty in teaching, scholarship, and engagement/leadership/service, through Professional development opportunities and funds.

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

1. Maintain the number/amount of faculty grants awarded for research, scholarship, and community engagement.

2. All tenure-track faculty meet departmental P&T criteria for teaching, scholarship, and engagement/leadership/service. Maintain the average number of faculty publications and conference presentations, including those involving graduate students. For individual faculty, an increase in the number of publications per year may be appropriate.

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

We need additional resources to complement what is currently available.

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

Additional funding is needed for faculty to attend and present at conferences in preparation as part of P & T as well as annual reviews.

Additional funding is needed for graduate students to publish and attend professional conferences.

Additional graduate assistantships needed to assist faculty with efforts.

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

Faculty need assistance in staying abreast of grant opportunities. Faculty need IPFW support to readily find their way through complex and redundant IU/PU university grant approval processes.

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

Goals are established for one year and will be evaluated at that time for continuous improvement.

**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:

The goal may have been clearer if stated something like “serve the needs of the community by offering need and unique programs”

2. Comment on the goal's measures:

Conflation of goals, action steps, and metrics

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

Not possible without significant university support.

4. Comment on the goal’s relevance:

Unsure

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?

**DPS Goal Five:** Investigate feasibility and advisability of establishing signature programs representing department programs.

Multicultural Center for Mental Health

PhD in Leadership with multiple cognates

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply.

If it does not align, you may write “NA” or clarify.

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

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

**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?

1. Investigate university processes and policies guiding the development of signature programs.

2. Build a faculty vision for each possible signature program, including but not limited to department faculty.

3. Build community coalitions to determine needs and coordination with other regional agencies and campuses.

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

1. A clearly-articulated vision for the Multicultural Mental Health Center, building on Counseling Clinic services provided to clients from underserved populations by May 2015, in collaboration with Crime Victim Care of Allen County.

2. A clearly articulated vision for a PhD in Leadership that leads to an Indiana license as a school superintendent and proficiency in community-based leadership that supports families and organizations.

3A regional assessment of needs and resources to inform university discernment of the potential for each signature program.

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

No

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

The facility currently housing the Counseling Clinic (Dolnick) is insufficient for the size and quality of services needed for a Multicultural Mental Health Center. A commitment of university funding to support the program and/or physical plant is required for this to become a signature program. Current support from community agencies would need to be maintained and expanded.

Development of a PhD in leadership program requires extensive coordination between IPFW departments to ensure appropriate faculty expertise and oversight of the program. Development of a PhD in Leadership requires strong local advocacy of this advanced degree within the Indiana University and Purdue University systems.

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?
Appropriate number of faculty with expertise in specific areas are required to develop and maintain each signature program. Therefore, we will need additional faculty to compliment the current faculty.

The physical facility housing the current community clinic needs to be expanded and modernized or replaced to meet programming needs.

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

The activities of this goal are established for one year and will be evaluated at that time to determine continued effort.

Each of the signature programs would need to be developed within a timeline determined through the investigation process. Specifically, the Multicultural Mental Health Clinic would likely evolve over 3-5 years as human, capital, and technological resources are available. The PhD in Leadership will need approximately 2 years to formulate the plan and begin the process of approvals required by university and state authorities.

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

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

NA

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

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

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

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

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

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

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

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

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

NA

**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?
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**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?  
NA

**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.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>Unit Goal - What is your unit goal?</td>
<td>NA</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.</td>
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<tr>
<td>Actions - What action(s) does your unit plan to take to support this unit goal?</td>
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<td>Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?</td>
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<tr>
<td>Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?</td>
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</tbody>
</table>
**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?

NA

**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?