Program Write-up with Task Force Comments

SOC Sociology

Program Summary

**Task Force:** Thank you for the work that went into this report. Through the USAP process, we are working to create at IPFW a culture of continuous improvement, and we think that setting specific and measurable goals is an important part of getting individuals and units at IPFW to think differently about planning and the future.

We did not see a goal listed for your area that was tied to assessment of student learning as is required of any academic unit on campus. You may have some, but chose not to include in this report. We would encourage you to include in future reports.

Other Comments:

Each unit that is directly responsible for student learning (whether the unit is academic or academic support) should have included at least ONE unit goal (among its other goals) that aligns with EITHER Goal I.A.1 or I.A.2. Please establish this goal for your unit and ensure it is included on next year’s report.

**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 Department of Sociology at Indiana University-Purdue University, Fort Wayne is dedicated to excellence, integrity, and freedom of inquiry in the creation and dissemination of sociological knowledge through scholarship, teaching, and service. The undergraduate program focuses on theoretical, methodological, critical thinking and communication skills and the application of sociological knowledge necessary to analyze social structures and processes. Through use of excellence in teaching and research we prepare students for gainful employment and further education.

Through excellence in research, teaching and mentoring, the graduate program seeks to prepare skilled practitioners of sociology. Sociological practitioners couple their knowledge of sociological theory with skills in both quantitative research methods to conduct research, engage in analysis of social problems and social policy, and design interventions to effect change in the functioning of social groups, organizations and/or institutions. In addition, sociological practitioners are skilled at translating sociological theory, analysis, and research findings to a non-academic audience.

Scholarship refers to the production of information that contributes to the knowledge within the discipline of sociology and its practice. Scholarship includes the development of theories and concepts, the testing of theory through the collection and analysis of data, and the application of theory and knowledge through the practice of sociology. The successful accomplishment of the department’s teaching and service missions are dependent upon a faculty engaged in scholarship activities.

Service at the department, school, university, community, and disciplinary levels is an intrinsic component of the duties of a teacher/scholar. Providing service to the department, school, and university by membership on various committees and governing bodies is a significant way to apply sociological expertise and perspectives. Service to the community includes delivering public lectures, consulting, serving on community and advisory boards, and interacting with the media. Engaging in professional service includes serving as officers, participating on committees and editorial boards, reviewing manuscripts and book proposals, and organizing sessions for conferences.

**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.
Increase opportunities for engaged and experiential learning including service learning and internship programs.

2013 Academic year

- SOC S398 Internship – 4 students completed internship course placed in four agencies: Crime Victim Care of Allen County, Wells Community Boys and Girls Club, Hope House, and Park Center – Quinn House. Students completed approximately 60 hours during the summer and wrote reports on the Structure and Process of the Organization, a site specific literature review, and a SWOT analysis based on an interview with the organization’s leadership. Students also were required to keep field notes to record their observations while volunteering at the site.

2012 Academic year

- Soc 398 – 1 student enrolled (no record of location of internship)

2011 Academic year

- S398 – 1 student enrolled (no record of location of internship)

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

- During 2013 Faculty offered 4 sections of S495 which is an undergraduate course that is structured to be a mentoring class for students engaged in research or application of knowledge.

- During 2012 Faculty offered 2 sections of S495

- During 2011 Faculty offered 4 sections of S495

**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.

**Academic Year 2013**

Presentations:

Faculty members made 5 presentations at professional conferences during 2013 and 5 presentations to
the community focused on the application of knowledge. Examples of some of the community focused presentations are the following

• Invited presentation, “Community Mediation” at the Midwest Mediation Center Family Mediation Training, Fort Wayne, Indiana

• Invited presentation, “Igniting the Fires of Social Change” at The Church, Community and Urban Regeneration, Trinity Episcopal Church, Michigan City, Indiana,

• Invited keynote speaker, panelist, and featured speaker in three breakout sessions on globalization vs. localization at the Wisconsin Chapter of the American Society of Interior Designers conference

• “Service Learning: the Cemetery Restoration Project” presentation to Allen County Genealogical Society of Indiana

• “Diversifying English Uses and Users: The Role of English Language Education in Multicultural Japan” COAS First Monday Series

**Academic Year 2012**

Presentations:

Faculty members made 7 presentations at professional conferences during 2012 and 5 presentations to the community focused on the application of knowledge. Examples of the community focused presentations on the application of knowledge;

• Faculty members had 4 article length publications in 2013 and two applied community research reports.

Publications:

• “Social Media or Social Spaces? Political Perspectives and the Future of Urban Public Space” for UC2, IPFW

• “Corporations are not People” presentation at a community forum at the Unitarian Church

• Workshop facilitator for Erin Houses for Grieving Children

Publications:

Faculty members had 5 article length publications and 1 book, and 1 applied research report for
Academic Year 2011

Faculty members made 5 presentations at professional conferences during 2011 and 7 presentations to the community focused on the application of knowledge. The following are examples of some of the community presentations.

• “Creating Sustainable Social Change” invited presentation to Michigan City Rotary Club, Michigan City.

• Moderator, “Where Are the Jobs”, Northeast Central Labor Council, Cinema Center,

• 2010 Airport Employee Survey. Report presented to Fort Wayne Allen County Airport Authority, Fort Wayne, IN

Publications:

Faculty members had 11 article length publications, 2 book, and 10 applied research reports to community organizations.

• $35,000 DeKalb Community Health Assessment. Contract for DeKalb Health of Auburn, IN

• $25,000 Northeast Indiana Community Health Assessment. Contract for Parkview Hospital

• $3,500 Whitley County High School Survey, Year Two. Contract WC Community Foundation

• $12,500 Talent Initiative telephone Survey, Year Two. Contract Northeast Indiana Fund

• $1,000 Nationwide Bed and Breakfast Business Survey. Contact completed in Feb. 2012

• $1,500 Philosophy Department Health Care Survey. Completed in Dec. 2011

• $7,000 Fort Wayne Mayoral Election Poll. Completed Oct. 2011

• $20,000 Van Wert County Community Health Assessment. Completed Oct. 2011

• $19,000 FW Parks and Recreation Dept Community Survey. Completed Sept. 2011
• $7,000 Pre-Primary Poll conducted for Mike Downs Center. Completed April 2011

**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.
Academic Year 2013

• Hosted Chinese International Scholar from Heibe Institute

• Invited Speaker at Toyama University, Toyama, Japan – “The Role of English Language Education in Contemporary Japan” sponsored by Toyama English Language Teaching Study Association.

Academic Year 2012

• Faculty member participated in an International Conference on Democratic Decentralization and People’s Participation: “Decentralization and Social Participation” (Spain)

• Faculty member lectured Inter-University Center in Dubrovnik, Croatia: “Economic Violence: Definition, Types and Patterns of Victimization”

• Faculty member made a presentation at the 60th Conference of British Sociological Association – “School shootings in the USA: Popular Culture as Risk, Teen Violence and the Marginalization of Peers”

• Faculty member made a presentation at Center for Ibero-American Studies, King Juan Carlos University, Madrid, Spain – “Political Regime and Welfare Policy Outcomes: Brazil, Columbia and Venezuela 2000-2010”

Academic Year 2011

• Faculty member engaged in research at the Center for Ibero-American Studies, King Juan Carlos University (Spain).

• Faculty member chosen as IPFW delegation member to accompany Chancellor Wartell to the Peoples Republic of China
IV. Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization

Several sociology faculty have been involved in service activities to improve the quality and efficiency of the university through their participation in various university committee service. The following lists of faculty participation in chairing particular efforts.

Academic Year 2013

- Member of faculty served as chair of College of Arts and Sciences Assessment Council.
- Member of faculty served as chair of the IPFW Assessment Council
- Member served as chair, Ad Hoc Committee on Study of Costs and Benefits of IPFW D-1 Athletics
- Member served as chair of the IPFW Senate Budgetary Affairs Subcommittee
- Member served as Speaker of the IU Faculty

Academic Year 2012

- Member of faculty served as chair of College of Arts and Sciences Assessment Council.
- Member of faculty served as chair of the IPFW Assessment Council
- Member served as Speaker of the IU Faculty

Academic Year 2011

- Member served as Chair of IU Board of Review
Member of faculty served as chair of College of Arts and Sciences Assessment Council.

Member of faculty served as chair of the IPFW Assessment Council.

Member served as Chair of COAS Honors Banquet Planning Committee.

**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

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

n/a

**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?

n/a

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

none

**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/

Overall, it is important to review the enrollment figures and decline in majors in the context of the loss of 1/3 of the tenure track faculty beginning in 2013. Also, it is important to note that with the loss of 1/3 of the tenure track faculty the graduate program was closed to admissions in 2013 resulting in a decline in enrollment in the graduate program. The department is rebuilding and with the addition of two new faculty and an internal report for program review almost completed, and the goals specified in the USAP Report, the department will have much to accomplish in the coming years, but I am confident that the future will be much better than what transpired during the previous several years as a result of the campus budget problems.

**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:

   Would be improved by stating that “all students taking upper level courses”

2. Comment on the goal's measures:

   Quantifiable objectives need more clarity (“to 10%?”)

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

   Unclear

4. Comment on the goal’s relevance:

   Relevant

5. Comment on the timeline of the goal:

   Should be ongoing

   Possible opportunities for collaboration or suggestions for addressing a gap:
**Question:** Unit Goal - What is your unit goal?

Increase student engagement with off-campus (community) activities that are aligned with upper level elective course topics and goals.

**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.

**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?

The number of elective classes that engage students in off-campus engagement activities be increased to 10% each academic year. Off-campus engagement include, but are not limited to, service-learning, field trips, international travel, and involvement in off-campus community events.

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

We will track the number of students who experience off-campus engagement activities each year in upper level sociology electives. We will establish a baseline based on the course offerings in 2014-15.

**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?

Availability of off-campus engagement activities available that align with course topics and goals.
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**Timeline** - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

n/a

**Criterion:** #8: Goal Two - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

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

   Clear enough

2. Comment on the goal's measures:

   Quantifiable objectives would improve

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

   Depends on external factors

4. Comment on the goal’s relevance:

   Relevant

5. Comment on the timeline of the goal:

   Ongoing? Spring 2016?

   Possible opportunities for collaboration or suggestions for addressing a gap:

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

Increase student engagement with off-campus (community) activities through enrolling in an internship course for the major.

**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.

**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?

Increase offering of S398 – Internship in Sociology. Currently this course is run as an independent study course that is taught in addition to a faculty member’s normal load. This has resulted in it being offered relatively infrequently. With the increased importance of experiential learning it is necessary to offer this course on a more regular basis. Beginning with the Spring 2016 semester this course will be offered once each year as a regularly scheduled course in addition to faculty offering the course as an independent study.

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

We will track the number of students who complete the S398 course. Update the site supervisor’s evaluation instrument to list the most significant activities that student was involved in at the internship site.

**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?

Availability of off-campus engagement activities available that align with course topics and goals.

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

n/a

**Criterion:** #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.

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1. Comment on the specificity of the goal:
   Good

2. Comment on the goal's measures:
   Quantifiable objectives would improve

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

4. Comment on the goal’s relevance:
   Relevant

5. Comment on the timeline of the goal:
   Should be ongoing

   Possible opportunities for collaboration or suggestions for addressing a gap:

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

Increase faculty mentoring of student engagement in the creation, integration, and application of knowledge by means of increasing faculty offerings of S495 courses.

**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.

Goal II. Promote the Creation, Integration, and Application of Knowledge

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

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

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
There is one sociology course, S495, that is structured to be a course where faculty would mentor student’s engagement in the creation, integration, and application of knowledge. Because this course are structured to be small, usually with only one student, sometimes up to 3, they are offered without cost to the university as faculty teach these courses without compensation. The department currently has a modest reward system in its salary increment policy that generally amounts in recent years to know more than $100 in salary dollar increase for faculty who teach two of these courses per year. Faculty members take these additional course assignments principally because of their sense of professional responsibilities. Because of the importance of this mentoring relationship, the department will allow faculty who complete 5 different S495s will be eligible for a course reduction in the teaching of S161 or S163 in their normal teaching load in a subsequent semester.

We will also systematically promote these courses to students who enter their junior year as an important opportunity to engage in supervised research.

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

We will track the number of students who complete the S495 course.

We will also more systematically measure the quality of the students work by keeping a copy of all completed S495 projects on file for review of quality of the student’s research accomplishment.

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

The LTL budgeting process appears to be still in flux. We expected that department’s would be managing this budget entirely. At this point in time it appears that a portion of the budget was transferred to department but not all that was estimated to be needed. If the budget is based on utilization for previous years, we will need additional funding when course releases will be earned by faculty.

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

We estimate that course releases would begin in no earlier than two years from the date the policy is enacted and anticipate that we would average maybe two releases per year. This would require two LTL positions in addition to the one’s provided in the budget.

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

n/a

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?
We would expect to see an increase in S495 courses occurring in the semester following the implementation of the policy. Thus if the policy is enacted at the beginning of next year we could begin seeing an increase in S495s beginning the spring 2016 term.

**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:
   Reasonable

2. Comment on the goal's measures:
   Quantifiable objectives would improve

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

4. Comment on the goal’s relevance:
   Possibly relevant

5. Comment on the timeline of the goal:
   Reasonable

   Possible opportunities for collaboration or suggestions for addressing a gap:

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

Develop collaborative and comparative research projects between IPFW Sociology faculty and faculty affiliated with Hebei Academy of Social Sciences.

**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.

Goal – III. Serve as a Regional Intellectual, Cultural and Economic Hub for Global Competitiveness

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.

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

Develop research collaboration with members of Hebei Academy of Social Sciences in Shijiazhuang, China. In 2012 IPFW joined in an agreement with the Hebei Academy of Social Sciences. Since the formation of this agreement there have been a number of scholars from the Academy who have had 6 month visits to IPFW and there have been two conferences hosted by the Academy that IPFW faculty have participated. As a result of a very successful conference this past September, the Sociology department agreed to host another scholar from the Academy for a six month visit to work on identifying scholars who are associated with the Academy to work with IPFW Sociology faculty in the development of joint research projects. Hebei Academy has extended an invitation for a delegation of up to five faculty from the sociology department to visit China to work with Academy members on possible collaborative and comparative research projects. Our goal is to develop one or two project areas for research collaboration during the next two years.

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

We will track the number of scholarly presentations and publication from collaboration between IPFW Sociology Department faculty and Hebei Academy of Social Sciences affiliated faculty.

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

The department is planning on funding the airfare for the initial delegation that will visit China during the 2015/16 academic year. This delegation will meet with Chinese scholars who have been identified as possible research collaborators based on shared areas of specialization and research interests.

**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?

There is a concern about faculty to engage in research activities in China and concerns about restrictions on publication and presentation of information. This issue will be explored more completely with representatives from the Academy.

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

Year two will be developing the collaborative research projects and depending on the project carrying out data collection.

Year three will be presentations and publications of collaborative research.

**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.

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

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

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

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

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

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

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

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

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?
Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

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

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

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

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

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

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

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

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

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

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?
#14: Goal Eight - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

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

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

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

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

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

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

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

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

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

**Criterion:** #15: Goal Nine - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.
Question: Unit Goal - What is your unit goal?

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

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

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

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

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

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

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

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

Criterion: #16: Goal Ten - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

Question: Unit Goal - What is your unit goal?

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.
**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

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

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

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

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

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

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