

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 English and Linguistics 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. [Nice 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 IPFW Department of English and Linguistics undergraduate and graduate programs – with concentrations in literature, creative and professional writing, linguistics, film and folklore -- support the mission of the institution: to promote through its general education and major-intensive courses the critical thinking and writing skills of its students; to advance and share knowledge through research and creative endeavor, and to work with the community to develop intellectual, cultural, economic, and human resources:

- majors will demonstrate literary, historical, linguistic, and rhetorical conventions and traditions of English through critically sound oral and written expression reflective of this integration of curriculum material.
- students use analytical and rhetorical skills to produce persuasive, critically precise essays that reveal an integration of research skills with their acquired curriculum.
- students demonstrate through peer review of written work and sound use of sources in research essays a respect for their colleagues and for the intellectual property used in their research. Student respect for class attendance and for critical engagement in dealing with secondary sources reflect personal integrity and a responsible acquisition of ethical values in literary and rhetorical studies.
- Students recognize diverse communities and beliefs through literary, linguistic, and rhetorical studies that expose them to a multitude of heterogeneous voices.

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.

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1. Four (4) graduate students presented at national conferences (2014); three (3) graduate students presented at national conferences (2013). Seven graduate students in total since 2011.
2. Three (3) undergraduate students presented at national conferences (2014) (6 since 2011)
3. Four (4) TENL student presentations at state conferences; 12 of 18 TENL graduates acquired TENL-related job. One of these 12 was accepted into the JET (Japanese Exchange and Teaching) Program established by the Japanese government to engage international college graduates.
4. Six (6) undergraduates involved in NSF or RESP collaborative research with Dr. Bischoff (2014)
5. Senior student (Timothy Leonard) chosen Midwest Region Student Representative to Sigma Tau Delta English Honor Society (2013)
6. Alums completed graduate school programs (MAT, Brown University 2013; M.A. (Linguistics) Ball State University; 2 M.A (Linguistics) University of Puerto Rico Mayaguez; Ph.D. education, Ohio State University; 2 Ph.D. (English) from Ball State University.
7. Ten (10) students accepted into M.A. programs since 2011, 2 at MFA programs; 9 into Ph.D. programs.
8. One student enrolled in Ph.D. program in Medieval Studies (University of Toronto); one student enrolled with fellowship in linguistics at the University of New Mexico.

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.

1. New capstone course created, ENG L371-Critical Practice, for program and G.E. assessment
2. New departmental General Education Assessment Committee created to focus our annual assessment reports on general education offerings
3. Nineteen new G.E. courses approved for 2013-14
4. Nine (9) new undergraduate internships completed (2014)
5. Three (3) TENL students (2012-14) engaged in service learning projects with two local organizations (New Immigrant Literacy Program and Fort Wayne Literacy Alliance)
6. "What is Science?" Science and Society event held at IPFW (SASI); November 1, 2014
7. Dr. Shannon Bischoff's "Coeur d'Alene Online Language Resource Center," (developed with two NSF grants and collaborately with the University of Arizona, The University of N. Texas at Denton, and the Coeur d'Alene Tribe Language Programs) is being used by scholars around the world for linguistic research and by the Tribe for language revitalization
8. Dr. Troy Bassett's "'At the Circulating Library: A Database of Victorian Fiction, 1837–1901,'" (funded in part by a grant from the NEH) is used by Victorian scholars around the world.
9. Since 2011, faculty produced 9 books and edited volumes, 25 articles, 20 book chapters, over 110 poems, 36 conference presentations, 6 public readings, 2 audio/visual productions and 3 scholarly websites.

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.

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1. Ms. Karol Dehr, Appleseed Writing Project summer institute and youth camps (2011-14); \$173,000 in federal NWP grants) (\$534,000 since inception)
2. Dr. George Kalamaras, Indiana Poet Laureate 2014-16
3. Dr. Steve Amidon, ICHE General Education Taskforce (2013)
4. Dr. Lidan Lin, FWCF Association Coordinator (2013)
5. Dr. Chad Thompson, Myaamia Day Camp for Miami language instruction (2013)
6. Dr. Shannon Bischoff, founder of CelBa Research Center on Bilingualism at the University of Puerto Rico Mayaguez. Six students have conducted research on bilingualism at the center.

Question: IV. - Create a Stronger Univ - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area IV: Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization.

1. \$8300 in scholarship/awards bestowed April 2014 at COAS Banquet (2014), over \$25,000 bestowed since 2011.
2. Creation of Accelerated TENL program (ongoing)
3. Expanded Dual Credit Offerings throughout region

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

1. Dr. Troy Bassett, 2014 Curran Fellowship (\$4000) for Victorian literature research; 2010 NEH Summer Grant (\$6000); 2012 PRF grant recipient
2. Dr. Kate White; 2014 IPFW summer grant recipient
3. Dr. Sara Webb-Sunderhaus; 2013 PRF summer grant recipient
4. Dr. Suzanne Rumsey; 2015 PRF summer grant recipient
5. Dr. Andrew Kopec, 2015 PRF summer grant recipient
6. Dr. Shannon Bischoff, NSF grant 2011 (\$5000); NSF grant (\$121,228)
7. Dr. Damian Fleming, selected for Rare Book School-Mellon Fellowship at U. of Virginia for 2014–2016
8. Dr. Chad Thompson (recipient Downs-Hollander Service Award, Regional Engagement Award; Multidisciplinary Faculty Scholars Award: 2012-3)
9. Dr. Mary Ann Cain 2013 COAS Distinguished Lecturer
10. Scholarship and Creative Endeavors:(see "Creation of Knowledge")

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.

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.

1. This department, as do many on campus, waste time doing annual assessment reports, undergraduate and graduate. These reports should be completed on a three-year cycle so that departments can internalize their assessment strategies and report more longitudinally.

Criterion: #6: IR and Budget Review - Review of your department profile and budget

Question: Contextualize IR data - Upon review of your IR Department Profile (for academic units) and FY 14-15 Budget information, are there any data you want to correct or contextualize? To view your profile or budget visit the Office of Institutional Effectiveness website: <http://www.ipfw.edu/offices/ir/profiles/>

Criterion:

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#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:

High

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):

High, especially given the specificity of supporting actions and metrics

4. Comment on the goal's relevance:

High

5. Comment on the timeline of the goal:

Clear and realistic

Possible opportunities for collaboration or suggestions for addressing a gap:

Continue to work with the college and university assessment committees

Question: Unit Goal - What is your unit goal?

I.A.2 : We will perform a review of departmental undergraduate assessment reports from the past four years (reports submitted in 2011, 2012, 2013, and 2014) and analyze other data in order to develop recommendations for updates to our curriculum for majors in the department.

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 priority

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

1. The Undergraduate Studies and Assessment Committee (UGSAC) will analyze four years' worth of assessment data from our department to look for trends, themes, problem areas, and potential in the area of curriculum.
2. The UGSAC will compare our department's core requirements with those of peer institutions and parent institutions.
3. The UGSAC will address the issue of possible revisions to the core. The UGSAC will create subcommittees charged with developing curricular recommendations for each of the concentrations within the department (Communication Media, English Language, English Literature, English Teacher Certification, Writing).
4. Committees and subcommittees will consider relevant research on teaching and learning, national trends in English major curricula, information about hiring patterns for English majors, current departmental strengths, and selected input from students in creating recommendations for the core and for each of the concentrations.
5. The department as a whole will discuss and vote on the recommendations.
6. Implementing the curricular changes to be adopted will then require significant paperwork/approval processes.

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

This process is not quantifiable; rather, each step in this process will result in the creation of relevant documents. Following the numbering system above, we will know that a task has been completed when the following documents have been finalized:

1. The UGSAC will create a report on its findings related to curriculum from the four years of assessment data.
2. The UGSAC will create a report summarizing its research into core requirements for the English major from peer and parent institutions.
3. When the subcommittees for concentrations' curricula have been formed, a list of the membership of the UGSAC and the subcommittees will be available.
4. The UGSAC and the subcommittees will each create a document detailing its recommendations regarding the curriculum.
5. Departmental minutes will reflect discussion and voting on the recommendations.
6. Paperwork will be generated by the approval process for changes to the major, new courses, etc.

In this way, although the process will not lead to numerically quantifiable outcomes, our progress toward accomplishing this goal will be clear.

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

We have the committee structure in place; however, the amassing and evaluating of essays is time-consuming and would benefit from adjustment of deadlines and expectations from the COAS Assessment Committee.

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?

Completing assessment reporting with current deadlines and time constraints on already busy faculty. In addition, curricular changes will necessitate coordinating efforts with the departmental faculty for consensus.

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

Again following the numbering system above, we expect the tasks to be accomplished on a rough timeline as follows:

1. Completed by the end of Spring 2015
2. Completed by the October 31, 2015, deadline for the next USAP report.
3. Completed by the end of Fall 2015.
4. Completed by the end of Spring 2016.
5. Completed by October 31, 2016.
6. Paperwork and approvals should be completed by the end of Spring 2017.

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.

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1. Comment on the specificity of the goal:

High

2. Comment on the goal's measures:

Clear

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

Likely given the specificity of the actions, metrics, and use of student workers

4. Comment on the goal's relevance:

High

5. Comment on the timeline of the goal:

Appropriate

Possible opportunities for collaboration or suggestions for addressing a gap:

Alumni Relations to communicate with alumni and the Center for Social Research or Career Services for survey support

Question: Unit Goal - What is your unit goal?

1.A.2. Establish database of graduate student completion and success for program review and revision

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.

Fostering Student Success: I.A.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?

Review and revise current database of graduate student alumni

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

Contact alumni and use qualtrics for current students to assess rates of job placement or graduate school acceptances. We would hope for 25-30% response rate.

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

We could make use of either one work-study or unpaid intern to assist departmental staff.

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

We could make use of either one work-study or unpaid intern to assist departmental staff.

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

Availability of reliable contact information for alumni.

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

During first year, attempt to make initial contact for follow-up to update and revise current database.

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:

High

2. Comment on the goal's measures:

Clear

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

Maintaining the program seems feasible, although the goal is dependent on adding a faculty member and DCS for offering the class. What is more, turning it into a signature program requires additional guidance and evaluation from the administration.

4. Comment on the goal's relevance:

Unclear until additional information is available

5. Comment on the timeline of the goal:

Appropriate

Possible opportunities for collaboration or suggestions for addressing a gap:

- * Fort Wayne organizations who serve similar populations
- * Community Research Institute and Fort Wayne organizations who can help determine need
- * Explore potential collaboration with International Education

Question: Unit Goal - What is your unit goal?

I.E. Establish the groundwork for establishing TENL as signature program and regional resource

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. Fostering Student Success

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?

Use DCS and university resources to promote inaugural semester of accelerated TENL curriculum for 2015.

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

Establish a baseline enrollment of cohorts for future offerings and program adaptation.

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

We will be able to offer it initially, but with only two linguistics working throughout summer.

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

The program needs an additional linguistics person for managing classes and contributing to its regular offerings in the academic year.

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

Coordinating efforts of DCS and English and Linguistics to ensure workshops and courses are coordinated and completed.

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

By summer 2016, we can begin to see if the program is viability for ongoing sustainability based on demand and feedback from initial student registrants.

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.

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1. Comment on the specificity of the goal:

High

2. Comment on the goal's measures

Clear

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

Maintaining the program seems feasible, although the goal is dependent on grant funding and does not appear to be self-sustaining. What is more, turning it into a signature program requires additional guidance and evaluation from the administration.

4. Comment on the goal's relevance:

Uncertain until additional guidance from the administration is available

5. Comment on the timeline of the goal:

Appropriate

Possible opportunities for collaboration or suggestions for addressing a gap:

Coordinate with the College of Education and Public Policy and Division of Continuing Studies to offer continuing education credit and help fund the program

Question: Unit Goal - What is your unit goal?

Fostering Student Success: I.E. Establish groundwork for establishing Appleseed as signature IPFW programs.

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.

Fostering Student Success: I.E.

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?

Begin marketing Appleseed for dual-credit teacher preparation and follow-up assistance

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

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Enrollment numbers and trends in summer 2015 Appleseed Summer Institute and fall workshops

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

We will need allocated IPFW funds to supplement Appleseed grant funds for summer offerings.

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

Additional funds to supplement salaries of Appleseed site coordinators

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

Generating an incentive model that attracts area teachers and students to the camps

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

By spring 2016, have a baseline for determining which components can be expanded or revised, especially with a potential certificate or endorsement in teaching writing as an official program.

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.

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1. Comment on the specificity of the goal:

High

2. Comment on the goal's measures:

Clear

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

Likely, especially at the graduate level

4. Comment on the goal's relevance:

High

5. Comment on the timeline of the goal:

Appropriate

Possible opportunities for collaboration or suggestions for addressing a gap:

* Explore turning the English L371 into a capstone course

* IPSGA to explore travel funds

* RESP to identify existing campus outlets for undergraduate research presentation venues

Question: Unit Goal - What is your unit goal?

II. Promote the Creation, Integration, and Application of Knowledge: Encourage undergraduate and graduate students to engage in a significant research project(II.B.)

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.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?

Have all Eng L371 undergraduate students and all Professional Scholarship students in graduate program complete a major research project that can be used as a capstone experience

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

Baseline for student numbers who seek venues for presenting research (undergraduate conferences or campus publications)

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

Not entirely. We will need additional venues and additional funds to support local and regional student presentations and publication.

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

Travel funds for student conferences

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

Seeking viable resources and venues for student publication

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

By 2017, we hope to have both funds and student numbers to generate a culture of research collaboration

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.

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1. Comment on the specificity of the goal:

High

2. Comment on the goal's measures:

Clear

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

Dependent on additional funding

4. Comment on the goal's relevance:

Unclear without better understanding demand for the publications and performance of current publications

5. Comment on the timeline of the goal:

Appropriate

Possible opportunities for collaboration or suggestions for addressing a gap:

Marketing Communications assistance may also be needed for marketing and creative support

Question: Unit Goal - What is your unit goal?

Establish two campus publications, one for joint faculty/student research and another for creative projects

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

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

Medium priority

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

Establish blueprint for beginning publications during 2015-16 fiscal year

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

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Having funding, promotional materials, and calls for papers available by end of Fall 2015 semester for spring submissions

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

No, we will need additional funds and academic support to supplement departmental investment.

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

We recommend an additional .25 FTE (approx. \$18,000) for Cathleen Carosella in COAS publications to coordinate with both bodies of publication supervisors. We will also need to maintain the current assistant position at \$22,877. The department will support \$5000 for paid internships (with the department receiving the commensurate tuition for offering the internships to offset costs). Additional estimated costs of \$5000-6000 will be needed for production/ mailing costs (to be offset by print subscriptions and submission fees for authors, royalties and sales).

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

Meeting deadline for establishing the format and review process for each publication; coordination between COAS and department to ensure adequate submissions and presentation

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

Have first electronic issues available by spring 2016

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

Question: Unit Goal - What is your unit goal?

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

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

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

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

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

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

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

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

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

Question: Unit Goal - What is your unit goal?

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

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

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

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

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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?