

Bridge to the Future

Self-Study Report, Fall 2007 Higher Learning Commission

North Central Association of Colleges and Schools

Mission

Indiana University South Bend is the comprehensive undergraduate and graduate regional campus of Indiana University that is committed to serving north central Indiana and southwestern Michigan. Its mission is to create, disseminate, preserve, and apply knowledge. The campus is committed to excellence in teaching, learning, research, and creative activity; to strong liberal arts and sciences programs and professional disciplines; to acclaimed programs in the arts and nursing/health professions; and to diversity, civic engagement, and a global perspective. IU South Bend supports student learning, access and success for a diverse residential and non-residential student body that includes under-represented and international students.

The campus fosters student-faculty collaboration in research and learning. Committed to the economic development of its region and state, Indiana University South Bend meets the changing educational and research needs of the community and serves as a vibrant cultural resource.

ACKNOWLEDGMENTS

ACKNOWLEDGMENTS

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INTRODUCTION

IU SOUTH BEND’S BRIDGE TO THE FUTURE

INTRODUCTION

CHAPTER 1. INTRODUCTION: IU SOUTH BEND’S BRIDGE TO THE FUTURE

## INSTITUTIONAL HISTORY: IU SOUTH BEND’S PAST AND PRESENT

##### Dateline: South Bend, Indiana.

November 30, 2006, was not the shortest day of the year, nor the coldest—but it was remarkable in other ways. A group of campus leaders and community dignitaries stood together, poised for a ribbon-cutting. Sheltered from the weather under a tent, their eyes were turned toward a newly-completed bridge lettered with the words “Indiana University South Bend.” Spanning the meandering St. Joseph River, it was a bright red streak across the wintry scene. The occasion was the official opening of a pedestrian walkway connecting the limestone and brick IU South Bend campus on the north banks with the grassy south landing, where in coming months (12 June 2007 to be exact) construction would begin on student residences and an environmentally “green” commons building, scheduled to house its first occupants in fall 2008. As Chancellor Una Mae Reck lifted the ceremonial scissors to cut the glossy red ribbon, applause rose from the community, faculty, student, and staff witnesses. For a long moment, they shared a vision of the many crossings to come, as IU South Bend continues to reach across many boundaries to attain its goals of intellectual and civic engagement. In a merging of engineering and academic design, the newly-dedicated span also serves as an apt metaphor for IU South Bend’s aspirations: a bridge to a promising educational future—linked to its history of rising expectations. It also provides the working title for this self-study.

Established in 1916 to bring Indiana University classes to citizens of north-central Indiana, IU South Bend has always forged strong academic connections, even in its early days as the “South Bend-Mishawaka Center of the IU Extension Division,” operating out of makeshift quarters for its first decades. If its facilities were modest, the quality of its courses, designed primarily to enrich the education of area teachers, attracted a significant student following. By 1923, the South Bend Center was offering a variety of accredited Indiana University credit courses, geared to the needs and schedules of working adults seeking career advance- ment and personal enrichment—still primary goals of IU South Bend students.

IU South Bend’s history has also been characterized by its aspiration to define its own identity while sustaining the academic excellence of a major public university. Collaboration with the flagship campus helped shape the campus curriculum, and instructors often drove the 200 mile journey from Bloomington to teach specialized courses in South Bend (later they were air-lifted.) Campus growth has also been strongly influenced by the aspirations

of community partners. In 1933, the Center was invited by the Superintendent of the South Bend Community School Corporation to move its programs into teaching and office space in the downtown South Bend Central High School, thus providing easy access to St. Joseph County citizens to take evening courses. (Purdue Technology courses, still offered on the

IU South Bend riverside campus, were first provided through the Center after the move to Central High School.)

The next decades showed a steady increase in programs and students. Enrollments in evening courses, reflecting increasing demands from area teachers, reached 500 per semes- ter. Although initially the university had envisioned its regional centers as two-year feeder schools for students en route to a Bloomington degree, the Center clearly had begun to offer

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#### INTRODUCTION

full-fledged undergraduate programs, supplemented by continuing education for area pro- fessionals. As a sign the campus was coming into its own, the first full-time campus Director was appointed in 1940. After the end of World War II, IU South Bend registered the impact of veterans attending college on the GI Bill. By 1950, as credit enrollment climbed to 1,370 students, the pressure increased for more academic options, and community leaders began to campaign for a new permanent site for the campus, now called Indiana University “at” South Bend.

Legend (supported by living memory) has it that the current campus location several miles south and east of its downtown home was selected by then IU President Herman B. Wells, who was impressed by the beauty of the St. Joseph River and this particular riverside site. It took a person of vision to imagine the campus of the future on a site then partly occupied by a number of existing structures, including a boat club, a tool and die warehouse, a bot- tling plant, and a cheese factory. Campus growth to the west was bounded by the corporate headquarters and computer center of the Associates Investment Corporation of America.

Apparently, Wells won the day, and with additional help from South Bend’s Committee of 100 community leaders, the site was purchased in 1959 and construction of a new building began to house IU’s South Bend programs (Northside Hall), designed to provide classrooms, an auditorium, and student and faculty lounges. It also included practice and dressing rooms, anticipating future performing arts programs. The campus moved to its new (and current) site in 1961.

One new building, with outdoor grounds pressed into service for faculty, staff, and student parking, did not alleviate the need for academic facilities adequate to house IU South Bend programs. Deficiencies in science and library space were alleviated with the building of Northside West in 1970, but enrollment, program, and faculty growth by then had out- stripped the campus facilities. As the library outgrew its space on the second floor of North- side, its holdings were moved to the space around the building’s central staircase. As always, construction funding was scarce, particularly for campus leadership with a philosophy to invest in people, a talented faculty and committed staff, as its top priority.

The challenge of matching facilities to campus needs was initially met by recycling space. Adjacent River Park bungalows to the east and south were purchased to provide space for faculty offices and house campus programs. The boat club area was redeveloped to house dental programs, the cheese factory was remodeled into art studios, and the tool and die warehouse was converted to house School of Education programs. When the university purchased the main Associates building in 1974, it provided the campus with an employee cafeteria, and more “transformable” space for classrooms, academic and administrative programs, and the entire range of student service and activity offices: the Registrar, Ad- missions, the Bursar and Financial Aid, academic support and tutoring, and eventually, the Child Development Center.

While the growth of the physical campus may have reflected IU South Bend’s creativity as well as its institutional maturation, the campus history has been a story of people, rather than buildings—diverse and aspiring students, and the talented and committed faculty, administrators and staff to help them and the wider community realize our mutual aspira- tions. A remarkable group of highly-qualified full-time resident faculty, the majority with terminal degrees, began building a wide range of excellent academic programs. Centered in

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the liberal arts and sciences and complemented by professional schools including business, education, health care and the arts, they were designed to engage the minds and serve the economic and cultural needs of the community and region. The campus awarded its first baccalaureate degrees in 1967 (an event celebrated in 2007 by representatives from the first thirty business and education alumni who stood on the pedestrian bridge.) New professors of science, social science, and humanities joined colleagues in economics, business, educa- tion, theater, and music. By 1969, the music faculty included its first pianist in residence (forerunner of the internationally renowned Toradze Piano Studio, in campus residence since 1992). Five years later, the campus engaged the first of the resident string quartets that have also enlivened IU South Bend’s public concert programs. After serving as its second Director through this period of transition from extension to comprehensive regional university, Lester M. Wolfson was named the first IU South Bend Chancellor in 1969.

That same year, IU South Bend received its first independent accreditation by the North Central Association. In 1974, the Board of Trustees abolished IU’s Regional Campus Ad- ministration, thus providing the six regional IU campuses new opportunities to set their own directions, responsive to regional needs while retaining multi-campus connections (including curricular, library, budgetary, purchasing, and eventually computer, telephone, and interactive video linkages). By the end of the seventies, more than 5,000 students had received college degrees from IU South Bend. In the next decades, program offerings expanded, and enrollments stabilized and began a steady rise after a slight decrease in the early eighties.

When Chancellor, Lester M. Wolfson retired in 1987, the community and university guests at his recognition dinner characterized his tenure as a time when the campus had come into its own. If IU South Bend’s expansion during his decades of leadership had far outstripped its facilities, its faculty, staff, and programs were recognized for their excellence by residents who attended campus lectures and arts programs and sent their college-age children to its classrooms. Indeed, many adults in that audience were or had been IU South Bend students themselves, seeking degree completion, career advancement, or life-long learning. From

the vantage point of future students and faculty scholars, they welcomed the prospect of a free-standing library, already on the list of university priorities for its new fund-raising “Campaign for Indiana.” (There had even been a symbolic onstage ground-breaking by IU President John Ryan during an IU South Bend Academic Senate meeting.)

In many ways, by 1987 IU South Bend had bridged the collegiate gap between a university satellite and comprehensive regional campus. Responsive to a diverse mix of students who were homebound because of family and work responsibilities, it offered affordable tuition, and a schedule that included both daytime and evening courses, and, beginning in 1977, classes in Elkhart. Unlike a large research university, IU South Bend offered small classes and the attention of full-time faculty distinguished for both their teaching and scholarship. Clearly, as the Wolfson era came to an end, IU South Bend was ready to assume its role as a public regional comprehensive university, assuming a larger community role and confront- ing and plan, its long-range future.

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## PLANNING CAMPUS DIRECTIONS: 1987–1999

Three campus leaders moved IU South Bend closer toward that future in the next decade, as much by speculative and strategic planning as by actual campus changes.

By the time Wolfson’s dream, the Franklin D. Schurz Library, opened in 1989, the second chancellor, H. Daniel Cohen (1987–1995), had set out new campus priorities, describing them in a planning document titled “At the Verge of the Future”:

1. Increase enrollment to 12,000 students;
2. Increase numbers of full-time tenure-track faculty;
3. Electronic expansion (local area network); and
4. Improve facilities (Facilities Master Plan).

To help colleagues and community visualize it, he had commissioned an architect’s model of a proposed campus of the future. (The model still can be seen under its plexiglass cover on the second floor of the administration building.)

In the early 1990’s, the favorable economy, rising enrollments, helpful donors, and strong advocates in the state legislature provided resources for long-needed new facilities. Besides the Library, IU South Bend constructed a new classroom-office building (Dorothy and Darwin Wiekamp Hall). The completion of the first campus parking garage opened the way for the transformation of the central parking lot into a pedestrian mall, with the closure of Greenlawn Avenue. The campus expanded boundaries by creating a local area computer net- work, and recruited more international students (including the first student musicians who enrolled in the newly established Toradze Piano Studio). The Army Corps of Engineers was consulted about the feasibility of constructing a pedestrian bridge linking the campus to land across the St. Joseph River that might be a site of future residences, a feature of the campus “model” which still seemed a very remote possibility.

In 1995, Lester C. Lamon, the Vice Chancellor for Academic Affairs, became interim Chan- cellor after Cohen’s unexpected resignation. In partnership with the Academic Senate, Lamon led IU South Bend through its first comprehensive strategic planning process. Fac- ulty, administrators, staff, alumni, and students as well as regional community leaders par- ticipated in the regional conversations on campus identity, priorities, and future challenges. A new mission statement emerged from this planning process as well as a set of priorities and pledges to constituents (still included in the “mission” section of the current Bulletin). A new senate standing committee, the Campus Directions Committee (CDC) was created to oversee campus strategic planning; its membership was to include community and admin- istrative as well as faculty representatives. The CDC posted the four priorities established through this planning process across the campus to guide and inspire implementation:

1. Excellent academic programs;
2. Student-centered programs;
3. Community partnerships; and
4. Enhanced campus image.

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When Kenneth L. Perrin (1997–2002) became IU South Bend’s third chancellor, it was clear from his inaugural remarks that enhancing campus-community interaction would be his top priority. Several early campus aspirations were advanced during the early Perrin years. The campus Dr. Wells may have envisioned—buildings surrounding a green meadow—emerged with the completion of the central pedestrian mall. A faculty priority, the University Center for Excellence in Teaching, became a reality when Perrin received a grant from IU’s Strate- gic Directions Initiative. Funding was at last approved for a long-awaited student activities center, and construction on that project began. The Chancellor sought and received private funds for a new art gallery, to be constructed in the building once housing the Associates’ computer. Discussions progressed about that bridge across the river to the parcel of land the campus had acquired.

However, as IU South Bend approached the millennium, there were new and previously un- anticipated threats on the campus horizon. The Indiana Commission for Higher Education (ICHE), supported by the state legislature, had proposed a new community college system which would likely compete for freshman and sophomore students at regional campuses. A new student majority, traditional age, full-time students, was beginning to outnumber the old majority of part-time adults. Economic and demographic changes in the region also presented new challenges to the campus.

While new campus-community partnerships were being forged and facilities were expand- ing, concerns were being raised about the administrative structures of the campus, which also seemed to be under construction, with a number of positions held by interim appoin- tees, creating a certain degree of instability and miscommunication. Although the campus had embraced and promoted its new mission statement, translating it into policies and practices was yet to happen. Thus, despite its history of rising expectations, IU South Bend clearly had other bridges to cross when the campus prepared for the re-accreditation visit from the North Central Association Consultant-Evaluator team in 1999.

## MAJOR DEVELOPMENTS SINCE LAST REACCREDITATION (2000–2007)

Since the last reaccreditation visit in 1999–2000, Indiana University South Bend has wit- nessed an impressive number of changes as the campus that was “on the verge of the future” has exploited the fuller potential of its role as a comprehensive public regional university. To organize the major events and developments since the last visit, the following report is organized under the major units of the university, identifying the campus leaders as well as the major developments that have influenced campus advancement.

##### Chancellor Kenneth Perrin (2000–02)

The last re-accreditation visit occurred midway through the tenure of Kenneth L. Perrin. Many of the concerns listed at the conclusion of the previous section were noted by the Consultant-Evaluators in their team report in 2000. Those concerns, and IU South Bend’s responses, can be found in Chapter Two.

Chancellor Perrin’s contributions to the campus included a considerable expansion of cam- pus-community interactions, strengthened support staff morale, and active participation in the university-wide discussions of the proposed Indiana Community College initiative. IU South Bend hosted an excellent conference for the university featuring a panel of state and national political and educational leaders. Many other campus projects came to fruition dur- ing the years the campus was under Perrin’s leadership:

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##### Highlights

* Funding and construction of Student Activities Building
* Community College Conference
* First campus fund-raising campaign
* “IUSB FEST” (campus-community open house)
* Funding and construction of Art Gallery

##### Chancellor Una Mae Reck (2002–present)

In 2002, Dr. Una Mae Reck became the fourth chancellor of IU South Bend. Her intention to listen to and learn from the campus was evident in her opening months as she met all constituents, held an all-campus meeting, met with staff and student groups, surveyed the entire campus to determine their short-term and long-range priorities, and set out to meet them. At the same time, she expanded campus-community relationships, including devel- oping excellent rapport with the area media, three university Presidents, and members of the state legislature. Her parameters of engagement served as guideposts and themes for campus cohesion as well as individual leadership. Perhaps her most visible accomplishments have been the effective restructuring of campus administrative leadership, and the devel- opment of new as well as existing campus facilities--including the new pedestrian bridge, approval of and groundbreaking for future housing, the construction and opening of a new Elkhart facility, and renovation of the Administration and former Associate’s building. The Chancellor also provided strong support for the strategic planning process mandated by the Higher Learning Commission (HLC) in the 2000 reaccreditation report, and as part of her implementation of that plan after HLC approval, led all campus units in developing their own strategic plans. Major developments since the previous reaccreditation included:

##### Highlights

* Administrative reorganization
* Creation of Chancellor’s Cabinet
* Establishment of Enrollment Management Committee
* Establishment of full-time Institutional Research Office
* Strategic Plan approved by HLC
* Implementation of Strategic Planning Advisory Council
* Campus Mission Differentiation Initiative
* Campus Housing Proposal: development and approval
* Ground-breaking for new residences
* Initiation of new budget policy
* Initiation of distance learning planning and course offerings
* Establishment of Chancellor’s Merit Scholars program
* Construction of new pedestrian bridge completed

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* + Construction of new Elkhart facility completed
  + Renovation of Administration Building
  + Renovation of Education and Arts Building (Associates)
  + Establishment of campus-wide annual meeting and informal discussions with fac- ulty, staff, alumni and community groups

##### Academic Affairs, Vice Chancellor Alfred J. Guillaume, Jr. (1999–present)

Alfred J. Guillaume, Jr. was named Vice Chancellor for Academic Affairs shortly before the previous re-accreditation and immediately took leadership of the self-study and reaccredita- tion process. Since 2000, he has played a vital role in campus governance, initiating several major academic initiatives, including the development of a new general education curricu- lum, a review and shaping of a new campus admission and advising policy, the American Democracy Project, planning for the future of International programs, and developing a number of new structures to promote academic excellence and student success, including

a new Office of Research and Graduate Studies and External Learning Services. Major de- velopments since the last accreditation under the leadership of the Vice Chancellor and his associate vice chancellors include:

##### Highlights

* + Expanded UCET responsibilities and staffing
  + General education curriculum adopted for all majors
  + Re-creation of Office of Research and Graduate Studies
  + Assessment Committee: expanded resources and activities
  + New academic degree programs: Informatics, Actuarial Science, Biochemistry, Dental Hygiene

Graduate degrees: English, Nursing, Applied Math and Computer Science, Manage- ment Information Technologies

* + Establishment of “Transitions” program with Ivy Tech Community College
  + Negotiating articulation agreements with two-year colleges
  + Faculty direct advising expanded
  + Consolidation of Extended Learning Services
  + Executive Committee Chair, 2005 Strategic Plan, HLC Self-Study
  + Natatorium Project: Civil Rights Heritage Center expansion
  + Increased full-time faculty: Informatics, Commitment to Excellence funding, Lectureships
  + Toradze Piano Institute, Kirov Symphony production
  + American Democracy Project (2004–2007)
  + Faculty engagement: One Book, One Campus, general education Campus Theme Year, and faculty and staff Causeries

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* Expanded Honors Program activities
* Campus program restructuring initiative
* Development of Academic Master Plan
* Creation of new international connections (study abroad opportunities, faculty ex- changes)

##### Student Affairs and Enrollment Management, Vice Chancellor Jacqueline Caul (2005–07)

The re-creation of this office was one of the changes in administrative structure imple- mented by Chancellor Mae Reck in 2003. Dr. Jacqueline Caul, the interim administrator, became the first vice chancellor of the new office in 2005, which includes the entire array of student services with a special emphasis on student recruitment, retention, degree comple- tion, and enrollment management. A major new development spearheaded by this office

has been the establishment of a coordinated campus entry point for students, the “Gateway to Excellence,” a one-stop area at the entrance of the Administration building to integrate once-scattered student service programs. Important developments coming out of this office also include expanded student orientation programs and diversity enhancement programs, and strengthened recruitment efforts which have raised the percentage of minority students to over fourteen percent in 2006–07. After extensive campus service, Dr. Caul retired 1 July 2007. Selecting a new leader of this unit will be an important campus initiative, particularly with the advent of new student housing. Major developments in this area since 2000 are listed below.

##### Highlights

* Organization of new Office of Student Affairs and Enrollment Management
* Development of Enrollment Management Plan, setting new recruitment and reten- tion goals
* Demographic milestones (2006–07): largest graduating class, largest cohort of new matriculants, rising minority enrollment
* Integrating Student Services: “One-Stop” Gateway Center
* Enhanced Student Life, Leadership, Sports and Recreational Programs
* Establishment of Multicultural Affairs and Hispanic Recruitment
* Expanded activities: Office of Campus Diversity
* New directors: Child Development Center, Wellness Center
* 10th Anniversary of Conversations on Race
* Black Man’s Think Tank, student book group

##### Public Affairs and University Advancement, Vice Chancellor Ilene Sheffer (2003–present)

The Office of Public Affairs and University Advancement (PAUA) is a new administrative unit established by Chancellor Reck as part of her administrative restructuring. Under the

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leadership of Vice Chancellor Sheffer, assisted by the Director of Marketing and Commu- nications, this office handles virtually all activities involving the university with its vari- ous public constituencies, from publications and communications to fund-raising, to dining services, to campus marketing and publicity, to relations between the campus and the IU Foundation. Under the new leadership of this office, campus visibility has greatly improved, as has the flow of information on campus resources, developments, and accomplishments.

Fund-raising has been exemplary, responsible for the expansion of resources for scholar- ships and facilities. The organization of a one-stop office to handle events planning, the Office of Special Events, has increased the public’s access to IU South Bend’s physical and human resources. Major accomplishments in this area since the last reaccreditation visit are listed below.

##### Highlights

* + Organization of office: Institutional Advancement and Public Affairs—including Development, Alumni, Marketing, Campus Publications, Dining Services, Special Events
  + Completion of first campus fund drive (exceeding original goals)
  + Increased endowment resources
  + Four-fold increase in media coverage of campus events
  + Creation and distribution of new campus publications and IU South Bend DVD as part of information and marketing campaign
  + Elkhart center funding
  + New Alumni Affairs Office: increased alumni scholarships and program support
  + Community Links “incubator”

##### Information Technologies, Vice Chancellor Pat Ames (2004–present)

Information Technologies has undergone major reorganization since the previous HLC visit, under the leadership of a new Vice Chancellor. The outcome of the process has improved campus-wide technological resources for learning; IU South Bend is the only IU campus which has converted all general-use classrooms into “smart classrooms” and emphasized technological support (instructional media services have been reassigned to academic units). Communication with faculty and staff has improved through senate reports, a newsletter, and a biennial users’ survey. User feedback has been highly positive.

##### Highlights

* + Technology-enhanced classrooms (“Tech” desk project)
  + Reorganization of IT Services to emphasize customer service in instructional, re- search, and administrative computing
  + Scheduled computer hardware and software replacement and upgrades in offices, classrooms, and computer laboratories
  + Upgrade of campus networking infrastructure to current standards
  + Installation of wireless networking for full coverage of areas not supportable by

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hard-wired connectivity

* Acquisition and installation of three massive network-based storage units to mini- mize data loss resulting from desktop hard drive failure
* Creation of an IT disaster recovery plan and emergency operations center
* Reacquisition of webpage hosting responsibilities to provide IU South Bend faculty more flexibility in the use of web-based instructional tools
* Biennial users’ survey and a quarterly IT Newsletter
* Campus representation in university-wide IT planning and policy
* Improved campus e-Bulletin Board

##### Administrative and Fiscal Affairs, Vice Chancellor William O’Donnell (2004–present)

Besides advising the Chancellor on business management and fiscal affairs, this office directs activities and offices fundamental to the organization and operation of the campus: primari- ly Budget, Accounting, Human Resources, Purchasing, Safety and Security, Parking, Student Housing, Bookstore, Copy Center, Union relations, and Facilities planning and maintenance. Since the last HLC visit, major changes have focused on two areas: streamlining and regu- larizing fiscal procedures and planning and oversight for both new and existing campus facilities. The development of fiscal policy manuals and communication about the biennial budget process has led to a more informed campus and has provided data valuable to indi- vidual unit and institutional strategic planning. Key elements of a 2003 Facilities Manage- ment consultant report were implemented including the shift of most custodians from the day shift to a night shift to improve productivity.

##### Highlights

* Development of new budget policies
* Clerical staff salary plan
* Development of new personnel policies
* Codification, development, and distribution of manuals for fiscal, personnel, budget, and purchasing procedures.
* Implementation of the PeopleSoft human resources software module.
* Implementation of the EPIC purchasing system.
* Implementation of the Accounts Payable invoice scanning system.
* Facilities & Grounds: oversight, planning, financing, construction Campus Mall Completion and Beautification (Fountain) Pedestrian Bridge

New Elkhart Center Building Student Housing

Education and Arts Building

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Administration Building Renovation

Trails Project - bicycle and pedestrian trails

Key property acquisitions in the land expansion initiative

##### Faculty Governance, Academic Senate Presidents: David Vollrath (2000–2002 and 2004–2006), Roy Schreiber (2002–2004), and Rosanne Cordell (2006–present)

The importance of faculty governance at IU South Bend has been supported and reaf- firmed in the years since the last HLC visit, both through strong faculty leadership in the Academic Senate and through greater involvement of IU South Bend faculty in planning and implementing major campus academic and policy changes. Since 2000, a standing committee of the Academic Senate, the Campus Directions Committee, has organized and developed the 2005 Strategic Plan and the current HLC Self-Study. Through both Senate and administratively-appointed ad hoc committees, major revisions of planning, policy, and curriculum have been planned, approved, and implemented (direct advising, general edu- cation, reorganization of administrative structures and international programs are just a few examples). Regular consultation between administrative and faculty leaders on both a formal and informal basis has heightened and improved communication across the campus and university.

##### Highlights:

* Development, approval, and implementation of new general education curriculum
* Policy recommendations: advising, Academic Affairs reorganization
* Participation in Mission Differentiation Initiative
* Development and approval of new campus mission statement
* Development of new campus advising policies
* Establishment of schedule of regular meetings between the Chancellor and Senate President and Senate Executive Committee; Senate President sits on Vice Chancel- lor of Academic Affairs Academic Cabinet
* Faculty leadership: The American Democracy Project (regional and national exem- plary program)
* Campus theme and One Book, One Campus annual activities
* Participation in campus leaders budget discussions
* Participation in general education policy discussions of University Faculty Council
* Revision of the Student Code of Rights, Responsibilities, and Conduct
* Revisions of Faculty Handbook

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## CONCLUSION

IU South Bend’s recent history highlights its success in translating academic aspirations into academic excellence, thus providing a bridge for students, faculty, and community to a more promising future. Carving a campus out of a site crowded with other facilities served as a metaphor for its earliest days, moving from “extension” to comprehensive regional uni- versity. Today, as the process of transforming the riverside campus continues, the red bridge spanning the campus library and classroom buildings and the residences under construction on the south side of the St. Joseph River serves as a better metaphor for the campus future.

On that day a year ago, as the group filed into the impressive glass and limestone Schurz Library, near the spot where many students, faculty, and campus visitors will be cross- ing that bridge in future years, some were remembering the past 40 years of growth and change, and the repositioning of the campus into a major community stakeholder. Most, however, were also envisioning the future, more certain than the campus founders could have been when they first brought Indiana University into the reach of the citizens of South Bend.

As this self-study indicates, since 2000, IU South Bend has met and surpassed the early plans for campus development envisioned by its first Chancellor at the groundbreaking ceremony for Northside Hall in 1959. In June 2007, at the groundbreaking for new campus residences, the boundaries of the campus—both intellectual and physical—extend still fur- ther into and beyond the region which it serves.

## PLAN OF THE SELF-STUDY

“Bridge to the Future,” IU South Bend’s Self-Study Report, prepared for the Higher Learn- ing Commission of the North Central Association of Colleges and Schools, begins in Chapter 2 by addressing the previous concerns raised by the Consultant Evaluator team after their visit to the campus in November 1999, and articulated in the HLC report to the campus in 2000. Following our campus response, the chapter outlines the process by which the self-study was developed, and lists the faculty, administrators, students, and staff who were instrumental in gathering and analyzing the data about the campus which appear in the following chapters.

Chapters 3 through 7 are each organized around one of the new criteria of the Higher Learning Commission adopted in 2003. Each begins with an executive summary, presents its data, and summarizes how IU South Bend has met the criteria, as well as the next steps these findings suggest for campus attention. Chapter 8, the concluding chapter, looks to the future in a different way, focusing on the major challenges and opportunities that have emerged in the self-study process.

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CHAPTER 2

RESPONDING TO HIGHER LEARNING COMMISSION CAMPUS CONCERNS AND PREPARING THE 2007 SELF-STUDY

RESPONSE TO CONCERNS

CHAPTER 2. RESPONDING TO HIGHER LEARNING COMMISSION CAMPUS CONCERNS AND PREPARING THE 2007 SELF-STUDY

CONCERN A.

STRATEGIC PLAN AND STRATEGIC PLANNING

##### Strategic Planning:

While recognizing that IU South Bend has been an active participant in Indiana Univer- sity’s statewide strategic planning efforts, the HLC Consultant-Evaluator team in its 2000 report notes that IU South Bend had not formally adopted its own campus-specific strategic plan, nor had the campus established an integrated campus-wide strategic planning process.

The team report acknowledged the first steps taken

* + 1. to review the mission and
    2. to generate a listing of campus goals using a broad constituency.

However, they noted that further progress toward achieving a final comprehensive plan had thus far been hampered, at least in part by the turnover in and temporary nature of many senior administrative appointments.

The team asked IU South Bend to complete a comprehensive strategic plan and implement an integrative strategic planning process, which would:

* Identify specific objectives
* Develop agreed-upon measures of accountability
* Develop strategies for interconnecting all components of the university operation (Build campus cultural awareness of how the components of the university work together.)

The team’s recommendation: “In January 2005, IUSB shall provide NCA with a detailed progress report delimiting a strategic plan for accomplishing its mission.”

##### A. 2. Role of Assessment in Strategic Planning:

A further recommendation of the 2000 consultant-evaluator team emphasized the need to establish a “culture” of institutional assessment as a part of the strategic planning process:

“Also, the elements of the strategic plan could be used to demonstrate how the results of assessment have informed the specific objectives of the plan.“

### IU SOUTH BEND RESPONSE TO CONCERN A AND HLC REqUIREMENT:

This requirement was met in January 2005, when the IU South Bend Strategic Plan was submitted to the Higher Learning Commission (HLC) and approved by the Commission on 24 March 2005. Further evidence of the university’s advances in creating an integrated strategic planning process was evident in the Chancellor’s creation and staffing of a new [Office of Institutional Research](http://www.iusb.edu/~iusboir/); the establishment of the HLC Accreditation Self-Study Steering Committee; and the organization of the Strategic Planning Advisory Council,

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#### RESPONSE TO CONCERNS

which was recommended in the 2005 Strategic Plan. The Chancellor also took the lead in organizing IU South Bend’s engagement in the Indiana University “[Mission Differentia-](http://www.chancellor.iusb.edu/missionproject.shtml) [tion Initiative](http://www.chancellor.iusb.edu/missionproject.shtml)” (including the adoption of a new campus mission statement) promoted by IU President Adam Herbert, and facilitated by IU-Bloomington Chancellor Kenneth R.

R. Gros Louis, Vice President Charlie Nelms, and IU Southeast Chancellor Emeritus F. C. Richardson. The further development of the campus [Assessment Committee](http://www.iusb.edu/~sbassess/), its workshops, competitive assessment grants, and its informational web site, were further steps to meet the HLC team’s #1 concern.

## MEETING CONCERN A (1):

##### Develop Comprehensive Strategic Plan

* [*Foundations for the Future*](http://www.iusb.edu/%7Esbcdc/CDC_final_report.pdf): Campus-Community discussions of institutional mission, strengths, and challenges (2001)
* [Phase I Strategic Planning: Environmental Scan](http://www.iusb.edu/~sbcdc/cdc_documents.html#PhaseOneFinal) (2002)
* [Gateway to Excellence](http://www.chancellor.iusb.edu/strategicplan.shtml): Drafting and Review of Strategic Plan by Campus Directions Committee (2003–04)
* Submission and Approval of Strategic Plan by HLC (2005)
* Organization of Strategic Planning Advisory Council (2005–07)
* Integration of Strategic Planning and [HLC Self-Study Process](http://www.iusb.edu/~hlc/) (2004–07)

Drafting the IU South Bend Strategic Plan has involved a wide-ranging exploration of the ways in which the campus has identified, justified, and defined its major goals, in concert with its central academic mission to promote student learning. While campus planning history does reflect such priority setting efforts in a number of areas (physical plant ex- pansion, new program development, enrollment management strategies, student support services), the campus has reached a new level of consensus about the need to integrate our three major avenues for institutional change and advancement: Assessment, Budgeting, and Strategic Planning. To this end, the 2005 Strategic Plan called for the annual review of a series of institutional metrics, which constitute key performance indicators. The recom- mendations within the plan include the establishment of specific benchmarks to evaluate institutional progress.

A number of significant developments since 2005 have advanced the process of integrating assessment results at the unit, program, and institutional levels more directly into the bud- getary and strategic planning process. These efforts have been spearheaded by the campus administration, and reflect a series of planning efforts coordinated by the Chancellor’s Cabi- net, the Academic Cabinet, the Academic Senate, and reviewed by the Strategic Planning Advisory Council. The Director of Institutional Research has undertaken an annual review and report to the Strategic Planning Advisory Council on the “Metrics” of progress out- lined in the Strategic Plan. The results of these efforts, described in more detail in Chapters 3 and 4 (Criteria One and Two) in this self-study, include the discussion and development in 2006–07 of a coordinated, cyclic campus strategic planning calendar—which would repre- sent a significant advancement from the process described in “Gateway to Excellence.”

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RESPONSE TO CONCERNS

The following new planning initiatives undertaken at IU South Bend since the last Team Visit testify to the impact on the campus, encouraging a more integrated approach to campus decision-making, strategic budgeting, and assessment. Major strategic initiatives undertaken in 2001–07 include the following:

## MEETING CONCERN A (2):

##### Develop Integrative Strategic Planning Strategies

* + Establishment of Strategic Planning Advisory Council to monitor achievement of strategic planning goals, review “Metrics,” and promote development of integrated strategic planning cycle
  + Development of strategic plans by Academic Cabinet, Deans, and departments to set unit goals, aligned with Strategic Plan priorities
  + Development and Senate approval of new campus [Mission Statement](http://www.chancellor.iusb.edu/MissionStatementFINAL.pdf) and mission documents as part of campus and university-wide Mission Differentiation Initiative
  + Establishment of Enrollment Management Committee and development of [Enroll-](http://www.chancellor.iusb.edu/enrollment-plan.pdf) [ment Management Plans](http://www.chancellor.iusb.edu/enrollment-plan.pdf) with specified goals
  + Discussion and development of [Budget Policies](http://www.chancellor.iusb.edu/BudgetPolicyManual.pdf) and procedures
  + Review of campus budget challenges by campus leaders; establish mechanism for setting budgetary priorities and economies
  + Revision and updating of [Academic Master Plan](http://www.iusb.edu/~sbassess/acamaspl.pdf) for future program development
  + Expanded resources and programs of the IU South Bend [Assessment Committee](http://www.iusb.edu/~sbassess/) (See Concern “C”)

CONCERN B.

CAMPUS COMMUNICATIONS

B. According to the Consultant-Evaluator team report of 2000, communication at IU South Bend had been “interrupted,” with significant breaks in the chain of command regarding decision-making. This is a consequence of staff changes and temporary appointments. The team recommended: “IUSB needs to develop a mechanism for tracking communications so that answers might be known for questions asked or suggestions made.”

## IU SOUTH BEND RESPONSE TO CONCERN B:

The first element of this 2000 concern has been directly and effectively addressed by Chan- cellor Reck. Inviting faculty, staff, and administrators to identify their concerns (and thus immediately opening new channels of administrative-faculty-staff participation) the Chan- cellor established “communication” as an administrative priority.

The first major step after discussion with a transition team and an outside consultant, was to restore, realign and fully staff a new administrative campus structure (replacing thirty- two temporary appointments). The aim was to establish many levels of communication and feedback, such as all-campus meetings, regular reports to the Academic Senate (which had

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#### RESPONSE TO CONCERNS

previously been suspended), letters and reports to major campus and community constituen- cies, presentations to campus and community constituencies and leadership groups, meet- ings with legislative delegations, and special meetings and consultation with faculty, staff, and students. The Chancellor holds regular breakfast meetings with faculty and staff mem- bers, lunches with students, holds Deans and Directors meetings three times each semester, and issues a quarterly newsletter and an annual report to the campus and community. The Chancellor posts “notes” on her web page as well as the texts of her public presentations and reports. The Chancellor also established a new campus “ritual,” the all-campus meeting which highlights the opening of the fall semester, and a more informal campus breakfast meeting at the beginning of the spring semester.

Through the Chancellor’s leadership, the campus has been able to mend the “breaks in the chain of command” noted in the 2000 HLC team report. The new Director of Marketing and the Director of the Alumni Association, in cooperation with the Office of Development, have promoted a number of effective vehicles for communication on and beyond the campus. The newly-established Office of Public Affairs and University Advancement (PAUA) has clearly played an essential leadership role in meeting this concern.

With these changes as a foundation, improving communication across and beyond the campus remains a continuing goal and common concern of IU South Bend. As the campus administrative structure expands to fulfill its varied and complex responsibilities to our community and our students, new lines of communication need to be built to ensure institu- tional effectiveness. The campus leadership team has made it clear that the university’s top priorities for learning, retention, and student success are “everyone’s business.” In order for that to happen, campus decisions need to be transparent and, whenever possible, participa- tory, adopting new as well as proven models of deliberation and shared ownership. Inter- estingly, the self-study process, requiring input from all campus constituencies, created an innovative communication vehicle to engage faculty and staff in a more informal discussion about pressing campus concerns: The “Causeries”.

In 2006, organized by the Vice Chancellor for Academic Affairs and the Self-Study Execu- tive Board, a series of informal conversations, “causeries,” with the Chancellor, faculty, and staff members began. These “causeries” focus on major campus issues and concerns which were emerging from the self-study process, including review of the 2000 HLC Concerns. The seven “Causeries” to date have involved more than sixty-five faculty from all academic areas and administrators and staff representing the range of campus support services. The topics of discussion have included:

* Building a Culture of Assessment
* Reviewing the Campus Mission
* Extending Campus Physical and Virtual Boundaries
* Focusing on Summer School and Graduate program development
* Removing Silos: Expanding Cross-unit and Cross-disciplinary Communication to promote broader “ownership” of key decisions
* Preserving Excellence in Climate of Budgetary Restraint
* Bringing New Perspectives to IU South Bend from new faculty

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Meeting at the Vice Chancellor’s home (and sampling his New Orleans-style cuisine), these informal but engaged conversations have not only developed new policy and program under- standings and a list of ideas for future conversation and action, but have also brought diverse campus groups together to discuss issues and concerns of the campus. [Minutes of the Cau-](http://www.iusb.edu/~hlc/causerie.shtml) [series](http://www.iusb.edu/~hlc/causerie.shtml), and a summary of recommendations for inquiry and action, can be found on the IU South Bend HLC web site. Many ideas stemming from the “causeries” have been integrated into Self-Study recommendations. The Chancellor has enthusiastically participated in these conversations and has indicated they will continue after the Self-Study process is complete.

## MEETING CONCERN B:

##### Effective Communication and Accountability:

* Clarifying and reorganizing campus administrative structure
* Establishing an Office of Institutional Research
* Filling program gaps and acting positions
* Enhancing communication with Academic Senate
* Budgetary discussions with campus leaders
* Engaging faculty in Mission Differentiation Initiative
* Enhancing student feedback (“Chow With the Chancellor”)
* All-Campus Convocations
* New publications to targeted constituencies
* Heightened coverage of campus achievement and events
* Heightened recognition of student and faculty accomplishments
* The “Causeries”

CONCERN C.

STUDENT OUTCOMES ASSESSMENT; GENERAL EDUCATION.

##### Assessment of Student Learning:

The 2000 team cautioned, “Despite significant evidence of assessment activity, the assess- ment of student learning outcomes for purposeful modification and enhancement of the curriculum remains a challenge.” The team recommendations emphasized the use of “data feedback” and data collection by the university as a tool through which “to respond to mea- sured learning deficiencies.”

##### General Education:

Under this concern, the 2000 team included the need to assess the “defined general educa- tion curriculum,” with an insistence that IU South Bend “achieve clearly defined general education goals.”

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## IU SOUTH BEND RESPONSE TO CONCERN C:

The creation of a “culture” of assessment is a challenging and ambitious project for any university, requiring intensification and redirection of administrative, faculty, and staff ef- fort, as well as the establishment of trust so that challenges as well as accomplishments can be confronted with candor as well as with the determination to meet them. Reflecting the campus commitment to be accountable to its varied constituencies, IU South Bend has made great strides since the 2000 HLC visit to expand our energies, expertise, and resources for the assessment of student learning—a key to the further development of an integrative strategic planning process.

Administrative support is vital to this process, and the encouragement and interest of Chan- cellor Reck, as well as the direct assistance of the Vice Chancellor and Associate Vice Chan- cellor of Academic Affairs (VCAA Guillaume and AVCAA Fritschner) have provided the leadership as well as fiscal support to promote the growth of assessment activities. Many

of those activities have been integrated into the newly-developed planning and reporting mechanisms described under Concern A above.

These initiatives have been inspired, enhanced, and sustained by the work of the IU South Bend Assessment Committee. Under their direction and guidance, major new initiatives have been undertaken since the last HLC visit. Essentially, the work of the IU South Bend Assessment Committee has been to support the assessment of student learning in indi- vidual academic units. On a cyclic basis, data from individual units is being organized and presented to the Assessment Committee, focusing on the impact of assessment findings on curriculum changes. The next step, initiated in 2007, is focused on identifying and achieving instructional goals in and beyond individual units. The development of a new “rubric” or matrix for outcomes assessment is a noteworthy step in this direction.

Because of their central role in promoting as well as assessing student learning, faculty have benefited from workshops and materials generated by the Assessment Committee in partnership with the University Center for Excellence in Teaching (UCET). An important vehicle for faculty development was the workshop organized by the Assessment Committee with Barbara Walvoord, a national assessment expert. The day-long workshop, attended by more than sixty faculty members, included a “hands-on” session in which representatives of forty departments worked on revisions of their initial assessment plans, and afternoon ses- sions with the Self-Study committee, the Academic Cabinet (which consists of Deans of the academic college, schools, and division and program Directors) and the General Education Planning Committee. Other strategies the Committee has used effectively include assess- ment grants, and a three-year cycle of departmental assessment reviews.

Clearly, these efforts have advanced the assessment of student learning at the departmental level. These “grass roots” efforts to engage faculty at their point of contact with student learners have also had a ripple effect, with increasing willingness of faculty to test and refine their assessment methodologies and apply their findings to pedagogical and curricular enhancement. Campus assessment activities, grant information, third year assessment re- views, annual reports, and departmental assessment plans can all be found on the [IU South](http://www.iusb.edu/~sbassess/)  [Bend Assessment Committee website](http://www.iusb.edu/~sbassess/). This site has been “visited” and used as a resource by other regional post-secondary institutions. Future challenges regarding assessment remain.

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Elsewhere in the 2000 Team Report, there are strong recommendations that IU South Bend integrate, evaluate, analyze, and communicate assessment findings beyond the individual unit level in order to be even more accountable for student learning outcomes. Discussions have begun on the possibility of an alumni survey in 2007–08 to augment campus data on learning.

Thus far, our outcome assessment gains have been registered primarily at the academic pro- gram level. But it is also clear that these assessment outcomes can provide a strong faculty and departmental base for the development of comprehensive institutional initiatives, such as the expanded assessment of its new general education program (see discussion below), as well as links to future academic decision-making.

## MEETING CONCERN C (1):

##### Expanding Assessment Initiatives:

* [IU South Bend Assessment Committee Web Site](http://www.iusb.edu/~sbassess/) with assessment data, information on strategies in use by departments and other assessment information
* Integration of HLC criteria into program reviews and accreditation self-studies
* Accountability for student learning and effective teaching in faculty annual reports, tenure, reappointment and promotion reviews
* Faculty development: Walvoord workshop (2005); University Center for Excellence in Teaching (UCET) workshops; materials and assessment incentive grants; confer- ence attendance (Assessment Committee)
* New rubrics identifying campus assessment goals and promoting departmental self- assessment of progress in attaining those goals
* Initiation of the use of the [National Survey of Student Engagement (NSSE)](http://www.iusb.edu/~iusboir/NSSE.shtml) to assess other important dimensions of student learning and relate them to national norms and findings at peer institutions.

Adopted by the Academic Senate in 2004, the general education curriculum plan set out an ambitious and wide-ranging set of program objectives that are both the foundation for

curricular change and new course development and the framework for program assessment. In these opening stages of program development, perhaps the most significant step was the establishment of the new position of Director of General Education—one of the key recommendations of the General Education Task Force.

The issues of implementing a new general education program are fully detailed and dis- cussed in [Chapter 6](#_bookmark24) (Criterion Four). However, it is important to note that the old adage about the difficulty of curriculum change has been borne out in the myriad decisions need- ing to be made, from the minutia of course numbering to the larger issues of aligning already-existing general education requirements of various departments and professional schools with the new general education graduation requirements. The new curriculum is comprehensive in scope and mandated for students in every program (with a modified set of requirements for transfer students, who make up a significant part of our student body). The campus staff advisors have played an important role in developing materials to explain these

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well-articulated requirements, as well as their rationales, to students and faculty advisors, and the new 2007–2009 [IU South Bend Campus Bulletin](http://www.iusb.edu/~sbbullet/) (both print and on-line) provides a helpful and detailed discussion of the program goals and the courses which fulfill them.

In addition, in 2006, at the behest of the Indiana University Trustees, IU President Adam Herbert asked the [UFC](http://www.indiana.edu/~ufc/) (the all-University Faculty Council) to undertake the task of ensuring general education program transferability across Indiana University campuses (a process which seemed to reach a satisfactory conclusion, at least for IU South Bend, in

2007.) Such efforts consumed the energies of the Director for the opening years of the new general education program.

Fortunately, the goals outlined in the conceptual plan for general education at IU South Bend have served well as guidelines for implementing and assessing the initial phase of program assessment—at the course level. Thus far, they have been used as a framework for new course development, course revision, and approval by the General Education Commit- tee. The Director has held numerous workshops and discussions and provided materials.

In addition, since the first “Core” courses were offered in 2005–06, the General Education Committee and course instructors have developed [course guidelines](http://www.iusb.edu/~gened/guidelines.shtml). The general education instructors meet regularly to share discussions of student and program outcomes. Essen- tially, these initial assessment efforts are course-embedded. However, the Committee has also begun discussing the prospects of longitudinal assessment so necessary to assess the impact of general education itself. To that end, members of the General Education Com- mittee have attended the HLC workshops on assessment. The potential of an alumni survey (mentioned above), once a sufficient cohort has graduated under the new requirements, is exciting. The Committee expects to make good use of the resources of the HLC and Asso- ciation for General and Liberal Studies (AGLS) to review general education guidelines and practices at other post-secondary institutions.

## MEETING CONCERN C (2):

##### Define, Integrate, and Assess New General Education Curriculum

* Implementation of curriculum and development of course-embedded assessment strategies in the [General Education Curriculum](http://www.iusb.edu/~gened/curriculum.shtml)
* Clarification of [advising materials](http://www.iusb.edu/~sbadvise/plan_sheets/CLAS.BA.GenEd.Rqs.pdf) for faculty and students
* Integrate general education requirements in all units; revise the course audit system
* Develop longitudinal General Education Assessment Plan and practices

CONCERN D. GRADUATE COURSE DELIVERY

This concern focused on the need to develop clearly differentiated and specific criteria both for graduate curriculum and graduate instruction, asking that qualifications be defined and “uniformly applied.” The team cautions, “Graduate education is more than an extra paper or extra courses.”

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## IU SOUTH BEND RESPONSE TO CONCERN D:

In Chapter 6 (Criterion Four), the Self-Study describes the changed procedures of the Indi- ana University Graduate School regarding the criteria for graduate courses and the criteria for Graduate faculty and their use in instruction at IU South Bend. All tenure track faculty at Indiana University South Bend are now graduate faculty of Indiana University. This represents a new step in graduate program development at IU South Bend and the other IU regional universities.

Under the leadership of the new Associate Vice Chancellor for Research and Graduate Studies, the Graduate Council’s membership and role has changed. Since the last visit of the HLC, the Graduate Council has developed a series of policies governing graduate admis- sions, course criteria, curriculum development, and graduation requirements. These policies were adopted by the IU South Bend Academic Senate on 23 March 2007. A fuller discussion can be found in Chapter 6 (Criterion Four.) This marks a significant advancement in the development of graduate programs at IU South Bend—one of the major goals of the 2005 Strategic Plan.

The question of “uniformity” of graduate assignments is being addressed by the Graduate Council in view of the variety of graduate instruction offered in different programs (i.e., the need for “practitioners” in some fields, the question of terminal degrees, as well as data on teaching effectiveness and student learning). In its policy statements, the Graduate Council has also articulated the important distinctions between graduate and undergraduate study. ([See Chapter 6](#_bookmark27))

## MEETING CONCERN D:

##### Graduate Program and Policy Development:

* New Associate Vice Chancellor for Graduate Programs and Sponsored Research
* Restructured and strengthened Graduate Council
* New IU procedure for faculty appointment to statewide Graduate Faculty
* New policies for Graduate School admission, course enrollments, curriculum and graduation requirements adopted for all IU South Bend graduate programs
* Resurrection of the Advanced Studies and Program Information Resources (AS- PIRE) workshops to inform and mentor students eligible for future graduate school admission and attendance
* Exploration and planning for future IU South Bend graduate programs, within Indiana University guidelines for program development adopted in the Mission Dif- ferentiation Initiative

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## SELF-STUDY PROCESS

IU South Bend was coming out of a three-year strategic planning process in 2004 when the HLC Self-Study Committee was organized to begin developing the IU South Bend Self- Study in preparation for our HLC reaccreditation visit in Fall 2007. The campus was particularly fortunate in that a number of Campus Directions Committee members agreed

to serve as co-chairs of the Self-Study Criterion Working Groups, ensuring continuity and integration of the campus strategic planning processes.

At the same time the self-study committee began its work, the campus was asked to respond to the Mission Differentiation Initiative of IU President Adam Herbert. This initiative resulted in the adoption of a new campus Mission Statement in April 2005. Thus, from the very beginning of the self-study process, there has been heightened awareness on our cam- pus of the importance of planning and mission.

Self-Study Calendar

|  |  |
| --- | --- |
| May 2002 | IU South Bend Joint Strategic Planning Meeting with CDC, Budget, Assessment Committees, General Education Task Force  representatives; Presentation of Proposed New HLC Criteria. |
| September 2004 | Inaugural meeting of the Self-Study Committee and presentation of the committee’s charge by the Vice Chancellor for Academic  Affairs. |
| October 2004 | Steering Committee Meeting; Mission Differentiation update, working group reports; review reporting formats; New IR officer  introduced to committee. |
| December 2004 | Members of Executive Committee visit HLC liaison in Chicago; self-study website begun; electronic Resource Room started on website for use by working groups; shared online workspace established; master document of resources available online pre-  pared for working groups and distributed to all co-chairs. |
| January 2005  (HLC Approval, March 24, 2005) | Campus Strategic Plan and companion document delivered to and  accepted by HLC. |
| 8–12 April 2005 | Entire self-study Steering Committee attends HLC self-study preconference session; executive committee members attend entire  conference. |
| August 2005 | Steering Committee retreat to discuss new HLC accreditation  criteria and what people learned at HLC annual meeting. |
| September 2005 | Criterion working groups formed and work calendars prepared for the year; Walvoord session on reaccreditation and assessment  for steering committee. |
| October–November 2005 | Working groups reviewing documents and identifying any further information required and identifying campus units, offices, individ- uals who should be tapped for source material—not only data and  documents, but key issues, plans for the future, and so on. |

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| 7 December 2005 | Visit of Bob Appleson, our HLC liaison, to campus to meet with various groups—Self-Study Steering Committee, Self-Study Executive Committee, Assessment Committee, Academic cabinet,  Chancellor and Vice Chancellor for Academic Affairs. |
| January to March 2006 | Working groups analyzing data collected and beginning to  develop outline for working paper. |
| February 2006 | Thirteen interview sessions scheduled with various key campus  leaders and offices to gather further needed information. |
| 31 March–4 April 4 2006 | Representatives of each working group attend the HLC preconference in Chicago and executive committee members  attend the entire conference. |
| April 2006 | Steering Committee meeting to review campus strengths and challenges identified by working groups; summary report given to  Academic Senate. |
| April–August 2006 | Working groups drafting final versions of criterion working  papers. |
| June 2006 | Progress report to the Strategic Planning Advisory Council. |
| August 2006 | Self-study co-chairs begin redrafting process. |
| September 2006 | Meeting with Steering Committee to review progress on self-  study and develop plan for review of revised self-study chapters. |
| October 2006 | Progress report to Academic Senate and to Strategic Planning Advisory Council: table of contents of self-study and summary of the campus strengths and challenges emerging in the self-study  process. |
| Fall 2006–Spring 2007 | Causeries held to discuss campus issues uncovered in self-study process and begin to formulate plans to address them; attended by Chancellor and involving more than sixty-five faculty and staff, these conversations ranged from specific topics (e.g., cross-unit exchanges, off-campus and summer school programs, graduate programs) to general HLC concerns (learning assessment and support service evaluation, communication across boundaries,  campus mission for the future.) |
| January–May 2007 | Co-chairs continue rewriting, editing, updating, and in some cases augmenting data submitted in the working papers; drafts are made available to the steering committee and working groups via the self-study shared workspace and to the campus for review via  the website. |
| 20–24 April 2007 | Representatives of each working group attend the HLC pre-con-  ference in Chicago; executive committee members attend entire conference. |

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| May–June 2007 | Final editing of self-study; executive summary written; report on self-study to the Strategic Planning Advisory Council, 20 June, (shared executive summary); visit Set-up: reserved rooms, ar- ranged computers and printers; committee organized to educate  the campus about HLC; plan developed and approved. |
| July 2007 | Began Third Party Comment Process; completed final editing of  self-study. |
| August 2007 | Final review of self-study and preparation for printing; organize  Electronic Resource room for flash drives. |
| September 2007 | Submit self-study with supplemental resources on flash drive; organize physical Resource Room; begin campus education efforts;  finalize visit details. |
| November 12–14, 2007 | HLC Consultant-Evaluator Team on Campus |

##### Self-Study Steering Committee

The Steering Committee for the self-study was organized using the five Core Criteria to establish working groups. Each of the five working groups was headed by two co-chairs chosen from the ranks of the faculty and an administrator. Each working group then estab- lished its own membership from among the faculty and staff members of the campus. An Executive Committee oversaw the entire process.

##### Executive Committee:

Alfred Guillaume, Vice Chancellor for Academic Affairs

Eileen Bender (English, Liberal Arts and Sciences), Self-Study Co-Chair

Rebecca Torstrick (Anthropology, Liberal Arts and Sciences), Self-Study Co-Chair Linda Fritschner, Associate Vice Chancellor for Academic Affairs

David Vollrath (Business and Economics), President (to 1 July 2006), Academic Senate

##### Criterion One:

Linda Fisher (Library), Co-Chair

Lyle Zynda (Philosophy, Liberal Arts and Sciences), Co-Chair

Alfred Guillaume (Vice Chancellor for Academic Affairs), Administrative Liaison

##### Members:

David Barton (Music, Raclin School of the Arts) Bill Feighery (Chemistry, Liberal Arts and Sciences) Gail McGuire (Sociology, Liberal Arts and Sciences) Jihad Omar (Student)

Charlotte Pfeifer (Office of Campus Diversity) David Vollrath (Business and Economics)

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##### Criterion Two:

Peter Bushnell (Biology, Liberal Arts and Sciences), Co-Chair Cynthia Sofhauser (Nursing/Health Professions), Co-Chair

Bill O’Donnell (Vice Chancellor for Administrative and Fiscal Affairs), Administrative Liaison

##### Members:

Beverly Church (Office of Information Technologies) Rhonda Culbertson (Assessment Committee)

Linda Fritschner (Academic Affairs) Jan Halperin (Development)

Douglas McMillen (Chemistry, Liberal Arts and Sciences) Nancy Michele (Human Resources)

Michael Prater (Facilities)

Mary Jo Regan-Kubinski (Dean of Nursing and Health Professions) Emil Resnick (IU South Bend Advisory Board)

Joanna Reusser (Student Government Association representative) Mary Beth Ryan (Alumni)

Nanci Yokom (Dental)

##### Criterion Three:

Nancy Colborn (Library), Co-Chair Sarah Sage (Education), Co-Chair

Lynn Williams (Dean, College of Liberal Arts and Sciences), Administrative Liaison

##### Members:

Gretchen Anderson (Chemistry, Liberal Arts and Sciences) Rick Dennie (Student Academic Support Services)

Gary Kern (Business and Economics)

Jennifer Klein (Dental, University Center for Excellence in Teaching) Michael Lasater (Mass Communications, Raclin School of the Arts) Gwynn Mettetal (Psychology, Liberal Arts and Sciences)

Suzanne Meyer (Advising/ESL, Liberal Arts and Sciences) Barbara Peat (Public and Environmental Affairs)

Karen White (Student Affairs) Brent Yoder (Student)

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##### Criterion Four:

Margaret Scanlan (English, Liberal Arts and Sciences), Co-Chair Andy Schnabel (Biology, Liberal Arts and Sciences), Co-Chair

Salina Shrofel (Associate Vice Chancellor for Research and Graduate Programs), Administrative Liaison

##### Members:

Rosanne Cordell (Library) Steve Duleh (Student)

Paul Herr (Public and Environmental Affairs)

Jerry Hinnefeld (Physics, Liberal Arts and Sciences) Tom Miller (Dean of the Raclin School of the Arts) Asghar Sabbaghi (Business and Economics)

Ken Smith (English, Liberal Arts and Sciences) Erika Zynda (Research and Graduate Programs)

##### Criterion Five:

Sushma Agarwal (Mathematics, Liberal Arts and Sciences), Co-Chair Bruce Wrenn (Business and Economics), Co-Chair

Ilene Sheffer (Vice Chancellor, Public Affairs and University Advancement), Administrative Liaison

##### Members:

Ken Baierl (Communications/Marketing)

Elizabeth Bennion (Political Science, Liberal Arts and Sciences) Valerie Berezner (Student)

Jim Blodgett (English, Liberal Arts and Sciences) Lois Carder (Theater, Raclin School of the Arts) Karen Clark (Education)

Hossein Hakimzadeh (Computer Science, Liberal Arts and Sciences) Paul Herr (Public and Environmental Affairs)

Diana Hess (Continuing Education) Jeff Johnston (Admissions)

Paul Joray (General Studies)

Marta Makielski (Nursing and Health Professions) Jeannie Metzger (Alumni)

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Paul Mishler (Labor Studies) Paul Newcomb (Social Work)

Larry Phillips (Business and Economics) Gale Wood-Ward (Off-Campus Programs)

##### Communicating to the Campus

Information about the self-study process has been conveyed to the campus through two different channels: regular reports made to the Academic Senate and regular reports made to the Strategic Planning Advisory Council (SPAC). Initial reports to these venues were used to educate the campus about the new HLC accreditation criteria and the self-study process. Subsequent reports dealt with working group progress and issues that were surfac- ing through the self-study process that required campus action. The Self-Study committee was also educated through these discussions with colleagues and the SPAC. As drafts of chapters have become available, they have been placed on the [Self-Study Website](http://www.iusb.edu/~hlc/) so that anyone on campus can read and review them and the campus has been notified that they are there via e-mail and personal contacts. A feedback form on the website allows individuals

to easily provide their comments or suggestions to the Self-Study Committee. Newspaper notices about the coming visit were placed beginning in July in major local media outlets and campus publications and the main campus web page was used to post information about the coming visit.

The Associate Vice Chancellor for Graduate Programs and Sponsored Research headed a committee to create the fall 2007 Campus Communication Plan. The committee developed a four phase plan to educate the campus about the upcoming HLC visit. Every possible cam- pus venue and meeting were plotted out to maximize the campaign’s outreach. Committee members developed handouts, newsletters (Accreditation Times), and posters to use for the campaign. Plans call for copies of the Executive Summary to be sent to every administra- tor, faculty and staff member and to members of our advisory boards. Students and alumni were reached through existing publications like the Preface, the Vision, and the Alumni magazine. The campaign will continue beyond the HLC visit so that the campus can also be informed about the outcomes of the self-study process and to prepare the ground for the upcoming revision process for the campus Strategic Plan.

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CHAPTER 3

MEETING CRITERION ONE: MISSION AND INTEGRITY

CRITERION ONE: MISSION AND INTEGRITY

CHAPTER 3. MEETING CRITERION ONE: MISSION AND INTEGRITY

### ExECUTIVE SUMMARY: A DISTINCTIVE CAMPUS CULTURE

IU South Bend’s mission documents have matured over the forty years since its first gradu- ating class. They demonstrate the core values of the campus—an expanding sense of its commitments to student learning, sustained by excellence in teaching, nurtured by scholar- ship and creative activity, and a growing commitment to and capacity for engagement and service to the community, the region, and the academy. The mission statement adopted dur- ing the first comprehensive strategic planning process in the mid-nineties was also the first to highlight campus priorities and offer pledges to serve its major identifiable constituents. The most current Mission Statement, adopted by the Academic Senate and approved by the IU Board of Trustees in 2005, articulates a broader list of campus priorities, including ex- panding the global awareness and civic engagement of a diverse student body. The commit- ments expressed in this 2005 mission statement reflect the continuity of IU South Bend’s sustaining values: student success, academic excellence, enhancement of diversity, promo- tion of global awareness, expansion of campus-community partnerships, and a growing need to make the university’s achievements as well as its commitments known and valued by the community and region it serves. This chapter illustrates how IU South Bend puts those values into practice and conducts itself with integrity—keeping the promises of those mis- sion documents.

In setting out the structures and policies that shape IU South Bend’s identity and purposes, this chapter also provides the framework for the more detailed analyses of our central campus practices, presented in Criterion Two (Planning for the Future), Criterion Three (Student Learning and Effective Teaching), Criterion Four (Acquisition, Discovery, and Ap- plication of Knowledge) and Criterion Five (Engagement and Service), all of which spring from and are avenues for IU South Bend to address and fulfill our historic but renewable campus mission.

The discussion of how IU South Bend is meeting Criterion One, “Mission and Integrity,” begins with the evolution of a multilayered campus mission and considers how effectively the campus both articulates and lives up to it. Originally, our mission statements were responsive to external requests from educational agencies (Indiana Commission for Higher Education (ICHE), which reviews the missions of all public institutions of higher learning in Indiana) and from the central Indiana University “flagship campus,” Indiana University Bloomington. Affirming the IU connections, and accepting the boundaries set for public regional universities, the early mission statements of IU South Bend and the other five IU regional universities were virtually indistinguishable. In contrast, the current mission state- ment, developed in response to an ICHE and IU Bloomington mandate, is focused on the campus’s distinctiveness: well-regarded programs in the fine and performing arts, the health professions, the strength of the liberal arts and sciences and professional disciplines such

as Business and Economics and Education, the emphasis on student-faculty interaction and student and program diversity statements. Our programs are recognized for their quality in our community and region, but also could (and frequently do) attract students from other regions, states, and even other countries (IU South Bend is one of the few regional universi- ties in Indiana with a significant cohort of international students.)

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#### CRITERION ONE: MISSION AND INTEGRITY

The chapter next examines the multiple commitments to diversity in our mission docu- ments (reflected, as discussed in future chapters, in our planning, teaching, student sup- port and enrichment programs, and community interactions). Our commitment to promote learning for an increasingly diverse student body—diverse in age, academic preparation and background, and aspirations—is articulated in our documents and reflected in our diverse program offerings.

The chapter explores how well the mission is communicated to and understood by campus constituencies. Our current mission statement was hotly debated and critiqued in campus forums and on the Academic Senate floor, so IU South Bend faculty and staff members are aware of its precise wording. Since the mission statement reflects a campus consensus on goals and aspirations, and is in synchrony with campus practices, faculty and students also have a shared vision for the campus. Ideas articulated in the campus mission documents also echo in the mission statements developed in other campus units. This is another way our mission can be made visible.

One observation that has grown out of the self-study process is the absence of the mission statement from the hallways, offices and conference and classrooms. In previous years, the mission statement was framed and hung in these spaces and was a part of IU South Bend’s marketing documents. This is being remedied.

The governance structures and policies often reflect the character of a university. IU South Bend, as part of Indiana University, has adopted many of its procedures from the flagship campus, from tenure and promotion cases to policies for purchasing and research integrity. In other ways, we remain distinctive. For example, the Academic Senate and its constitution conform to the IU Academic Handbook, but the senate at IU South Bend is a “committee

of the whole” faculty, including representation of the associate faculty, rather than a repre- sentative body. Campus administrators have full authority to select their cabinet and council members. The Student Government Association (SGA) at IU South Bend has only recently “come of age,” with functioning officers who manage the student fee account. The steady increase in student participation as well as the growing influence of SGA officers testifies to the deepening connection of IU South Bend students with the campus.

The importance of stable campus leadership has also been affirmed through the efforts

of Chancellor Reck to restructure the campus. All units and sectors of the campus report to the Chancellor through one of the following Vice Chancellors: the Vice Chancellor of Academic Affairs; the Vice Chancellor of Student Affairs and Enrollment Management; the Vice Chancellor of Public Affairs and University Advancement; the Vice Chancellor of In- formation Technologies; and the Vice Chancellor of Administrative and Fiscal Affairs. This group comprises the Chancellor’s Cabinet.

As the chapter indicates, the force that most unifies the campus and shapes all practices is academic integrity. The chapter presents policy statements demonstrating the integrity of the university and campus commitments to equal opportunity, affirmative action, non-dis- criminatory practices, and transparent policies that govern campus rights, responsibilities, and decision-making processes. Such integrity of purpose, policy, and practice is the founda- tion of a great university, laying the foundation for principled academic achievement and social commitment.

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MEETING CRITERION ONE: MISSION AND INTEGRITY

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

The mission statement of IU South Bend affirms the institution’s unwavering commitments to higher learning as essential to the future success of its communities, campus sites, and diverse constituencies. IU South Bend was originally established as one of six regional sites charged with placing the resources of a great institution, Indiana University, within the reach of virtually all Indiana citizens. Today, after over four decades of campus growth and program development, IU South Bend will span both banks of the St. Joseph River.

As this chapter shows, IU South Bend’s purposes also reflect the major “themes” of the Higher Learning Commission. The campus has always had an eye on the future—through strategic decision-making and visionary planning described in Chapter 4. Our commitment to enhancing student learning is evidenced in the array of programs discussed in Chapter

5. Chapter 6 of this self-study tracks the campus quest for academic excellence through the work of distinguished faculty scholars, interacting with students in distinctive undergradu- ate, professional, and graduate programs. IU South Bend’s many collaborations and connec- tions are the focus of Chapter 7.

Each of these chapters expands and reinforces the centrality of IU South Bend’s mis- sion—the subject and focus of this chapter. If our mission documents have been subject to change—even since the past re-accreditation—the core values of the university have remained constant, even in the face of expanding commitments and changing constituen- cies. The narrative also explores the structures and the strategies created and adopted by IU South Bend to ensure the integrity of its programs and the fulfillment of its promises, including how the university has complied with campus, state, and federal guidelines. The chapter ends with documentation of IU South Bend’s compliance with federal regulations and requirements.

Core Component 1a: The organization’s mission documents are clear and articulate publicly the organization’s commitments.

# Mission

The mission of IU South Bend drives the institution. IU South Bend remains committed to the highest educational standards of teaching, learning, research and creative activity that reflect our Indiana University identity. IU South Bend’s commitments to high academic standards, diversity, civic engagement and the world as community have remained central to our mission statements as these statements have evolved over time.

In 1997, after the Campus Directions Committee (CDC) led the university and its commu- nity in a dialogue on strategic priorities, IU South Bend adopted a mission statement that

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listed four major priorities:

1. Enhance the student-centered focus of Indiana University South Bend;
2. Develop and support excellence in programming;
3. Develop and expand partnerships with the community; and
4. Enhance the image of Indiana University South Bend.

In the years following the adoption of this document, Deans and Directors were asked to structure their goals and budget planning around these four priorities. An “audit” system was even formulated and recommended.

In fall 2002, responding to the HLC concerns, the CDC began the strategic planning pro- cess. Their first step was to review that 1997 Mission Statement. The CDC reaffirmed it by restating the four original priorities and added two additional ones. These priorities deter- mined the focus of six planning task forces:

1. Foster Student Learning, Access, and Success;
2. Encourage and Maintain Academic Excellence;
3. Strengthen Partnerships with the Community;
4. Enhance Diversity in the Curriculum, Classroom, and Campus;
5. Reflect and Expand a Global Perspective; and
6. Heighten the Recognition of IU South Bend’s Resources and Achievements Beyond the Campus.

These topics also structured the goals and recommendations of strategic planning.

In fall, 2004, the campus was asked to respond to an initiative from President Herbert’s of- fice. The Mission Differentiation Project (MDP) was undertaken by each of Indiana Uni- versity’s eight campuses. This initiative was driven by the Indiana Commission for Higher Education in an effort to encourage the Indiana university system to focus their programs and resource allocations to create a public higher education hierarchy: community colleges, regional universities, and research universities. The Chancellor selected a committee of faculty and administrators who were charged with reworking the IU South Bend mission statement to reflect the requirements inherent in the Mission Differentiation Project. The Academic Senate in November 2004 approved the mission statement for purposes of the Mission Differentiation Project only. This process generated intense discussion on campus; the campus continued to refine and develop its mission statement. A new mission statement that reflected broad faculty consensus was approved by the Academic Senate on 15 April 2005.

The MDP initially created a degree of uncertainty on the IU South Bend campus. Ques- tions surfaced about probable outcomes. To what degree would the IU system enforce the differentiated roles articulated in the mission statement? Would IU South Bend be free to implement it to meet our priorities? There was apprehension that growth would be limited in directions not specified in the select mission statement approved in November 2004. With the adoption of the final new mission statement for the campus in April 2005, most of those

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anxieties were laid to rest, and the campus determined its priorities and areas of distinc- tiveness for itself for the future. This mission statement provides the opportunity for the university to further distinguish itself. A course has been set for future growth, and campus programmatic and budget decisions have gained a sharper focus.

MISSION OF IU SOUTH BEND:

Indiana University South Bend is the comprehensive undergraduate and graduate re- gional campus of Indiana University that is committed to serving north central Indiana and southwestern Michigan. Its mission is to create, disseminate, preserve, and apply knowledge. The campus is committed to excellence in teaching, learning, research,

and creative activity; to strong liberal arts and sciences programs and professional disciplines; to acclaimed programs in the arts and nursing/health professions; and to diversity, civic engagement, and a global perspective. IU South Bend supports student learning, access and success for a diverse residential and non-residential student body that includes under-represented and international students. The campus fosters student- faculty collaboration in research and learning. Committed to the economic development of its region and state, Indiana University South Bend meets the changing educational and research needs of the community and serves as a vibrant cultural resource.

The clarification of a campus-wide mission was followed by similar efforts throughout the institution. Each school, college or division now has its own mission statement ([School Mis-](http://www.iusb.edu/~hlc/School.pdf) [sions](http://www.iusb.edu/~hlc/School.pdf)) and many programs within the college, division, and schools also have mission state- ments for their programs ([Department/Program Missions](http://www.iusb.edu/~/Department.pdf)). In addition each administrative unit has a mission statement that guides its actions ([Unit Missions](http://www.iusb.edu/~hlc/Unit.pdf)).

On 4 November 2005, the IU Board of Trustees approved a new mission statement for In- diana University as a whole. That statements affirms the system’s commitments to academic freedom, to integrity, to fostering diversity, and to work with our communities to achieve economic, social, and cultural development. IU South Bend’s own unique institutional mis- sion aligns well with the mission of the Indiana University system as a whole.

MISSION OF IU SYSTEM:

Indiana University is a major multi-campus public research institution, grounded in the liberal arts and sciences, and a world leader in professional, medical and technological education. Indiana University’s mission is to provide broad access to undergraduate, graduate, and continuing education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services. Indiana University seeks to create dynamic partnerships with the state and local communities in economic, social, and cultural development and to offer leadership in creative solutions for 21st century problems. Indiana University strives to achieve full diversity, and to maintain friendly, collegial, and humane environments, with a strong commitment to academic freedom.

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##### Parameters of Engagement

Upon assuming her position in 2002, the Chancellor articulated a set of parameters of en- gagement for the campus future. These parameters are:

* Communication: Multiple levels of communication are needed, to improve commu- nication within units, and also across units and externally with the community.
* Teamwork: It is imperative the campus work together as a team with common goals in order to flourish during these turbulent times.
* Integrity: The campus must not only be financially honest as an institution, but also be honest with each other.
* Civility/Respect: Civility and respect are called for in daily interactions on campus. Faculty and staff members are expected to always respect others’ opinions, treat fellow human beings with respect, and to remember they are models for IU South Bend students.
* Commitment: A high level of commitment by faculty and staff members exists on this campus to IU South Bend. Faculty members are passionate about and successful at their three core responsibilities: teaching, research/creative activity, and service. Staff and administrators are committed to serving the students and upholding the mission of the university. This campus-wide commitment has led to the develop- ment of a model for regional universities within Indiana University.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

# Commitment to Diversity

IU South Bend proclaims its commitment to “diversity, civic engagement, and a global perspective” in its mission statement. This is a clear, direct statement of goals and values. While support for ethnic diversity is a top campus goal, IU South Bend also acknowledges and responds to other aspects of diversity—age, class background, preparation, aspira- tions—all of which have direct impact on our work in classroom, campus, and community. Campus members understand that the university cannot be “comprehensive” in the 21st cen- tury without grappling with these values; the campus aims to “create, disseminate, preserve, and apply knowledge,” but that knowledge cannot adequately be applied without sensitivity to the diversity of constituents and contexts before us. University employees know that they cannot help our students address these goals without fostering a positive atmosphere

of diversity on the campus itself and in our links to the region, and so they support pro- grams to diversify the membership in the campus community and programs to build our skills in addressing and establishing common ground while recognizing our differences. Many co-curricular programs, such as a substantial number of Table Talks, workshops, spe- cial events, and speakers, are arenas in which campus members explore and discuss diverse aspects of our lives. Respect for diversity is also embedded in the curriculum, campus poli- cies, and campus structures.

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## CURRICULUM

Acknowledging that future IU South Bend graduates will need more than simply disci- pline-specific skills to succeed in an increasingly diverse, global society, the IU South Bend Strategic Plan set as a priority for the campus to enhance diversity in the curriculum, class- room, and campus. A review of all current [Departmental Assessment Plans](http://www.iusb.edu/~sbassess/planhom.shtml) and [Third Year](http://www.iusb.edu/~sbassess/trdyrhom.shtml)  [Reviews](http://www.iusb.edu/~sbassess/trdyrhom.shtml) suggests that many, but certainly not all, programs and departments are beginning to take up this challenge by explicitly building appropriate learning goals and outcomes into their curricula and by designing assessment plans that document progress towards attain- ing these goals. Departments for which an appreciation and understanding of diversity (e.g., Sociology and Anthropology, Women’s Studies, and World Language Studies) are essential to the discipline have been quick to act on these priorities, as have some entire programs, such as the School of Business and Economics, the School of Education, and the Division

of Nursing and Health Professions. New minors in African-American Studies, Latin and La- tino-American Studies, the minor and certificate in International Studies, and the certificate program in Social and Cultural Diversity offer students the opportunity to explore differ- ence theoretically and historically.

At the campus level, IU South Bend’s commitment to this priority is also shown by the design of the new general education curriculum. The portion of the General Education curriculum that deals directly with diversity is Contemporary Social Values, as a part of which students must complete one course each from the areas of Diversity in United States Society and Non-Western Cultures. General Education courses in Diversity in United States Society are designed to develop a student’s understanding of how different aspects of soci- etal diversity shape individual lives and social institutions, and how they produce different outcomes and opportunities for individuals and groups. Moreover, through these courses, students develop an awareness of their biases regarding diversity and explore the implica- tions of their own position within U.S. society for their lives and for their responsibilities as citizens of a multicultural democracy. General Education courses in Non-Western Cultures focus on the history or present culture of one or more countries from Asia, the Middle East, Africa, or South America, and they provide students with a framework for understanding and appreciating ideas and values of cultures different from those commonly identified as “Western.” The courses can take many forms, but are expected to acquaint students with

the culture, society, and values of the people within chosen Non-Western countries or to explore knowledge and traditions grounded in Non-Western cultural paradigms. This requirement stems from the acknowledgment that the global distribution of population, wealth, and political influence will change substantially in the 21st century and that as a consequence, students need to gain an understanding of world cultures outside of Europe and North America.

Appreciation of diversity is fostered in other ways as well. Through IU South Bend’s many study abroad programs—Mexico, Paris and London, the European Union, Florence, Belize, Costa Rica and so on—students are acquainted with peoples and cultures unlike themselves. The two hundred plus international students that daily attend classes at IU South Bend also introduce students to differences—of perspective, of taste, of culture. Efforts are being made to design study abroad “short courses” to allow more participation by our working students.

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## POLICIES

As is the case on every IU campus, IU South Bend’s policies explicitly state our commit- ment to affirmative action, equal opportunity and respect for the individual. Our policies and procedures actively seek to ensure that everyone is given equal access and opportunity to our programs and services in a respectful and supportive environment. The IU Handbook expresses this commitment as follows: “Indiana University is committed to the principle

of equal educational and occupational opportunities for all persons and to positive action toward elimination of discrimination in all phases of University life, as set forth in the Indi- ana University Affirmative Action Plan” (p. 13).

Our hiring policies also embody this commitment: “Indiana University pledges itself to continue its commitment to the achievement of equal opportunity within the University and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual quali- fications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. Indiana University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional poli- cies and procedures with regard to the disabled, minorities, women, and Vietnam-era veter- ans.” ([Equal Employment Opportunity/Affirmative Action Policy of Indiana University](http://www.indiana.edu/~affirm/pdf/eeopolicy.pdf)).

Indiana University’s commitment to diversity was reiterated by then-President Adam Herbert and President-Elect Michael McRobbie in June 2007 when they called on every IU campus to prepare a plan to increase diversity on the campus. The plans are to address in- creasing student diversity, faculty and staff diversity, and diversity in the businesses used by the university. Campus plans are due to the President by 1 December 2007. IU South Bend is currently working to develop its proposal, which is being written by the Vice Chancellor of Academic Affairs and the Interim Vice Chancellor of Student Services and Enrollment Management. Developing such a plan was also a key goal of our 2005 Strategic Plan.

## STRUCTURAL SUPPORT

The development and support of a diverse student body is an important component of IU South Bend’s educational mission, because students will be better prepared to live in a diverse, global society if they have chances during their education to interact with people

from a variety of cultures and ethnic backgrounds. Several administrative offices such as the [Office of Campus Diversity](http://www.iusb.edu/~cdiverse/index.shtml), [International Student Services](http://www.iusb.edu/~oiss/), and the [Office of Multicultural](http://www.iusb.edu/~mce/)  [Enhancement](http://www.iusb.edu/~mce/) provide services to make all students welcome and to ensure their academic success. The Office of Campus Diversity also offers regular sessions of diversity training to campus members including classroom visits.

The University’s commitment to diversity includes not only its students but also faculty, staff, and community members. University hiring practices seek to obtain a balance of fac- ulty and staff that mirror the community. Until 2003, IU South Bend’s Affirmative Action Officer was a part-time position filled internally by either faculty or professional staff on an appointed basis. As the University has matured, a full-time permanent professional position was required to provide the services for these goals that were widely held by the university community.

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The [Affirmative Action Office](http://www.iusb.edu/~aaoffice/) along with the [Office of Human Resources](http://www.iusb.edu/~human/) are proactive in ensuring that the university is legally compliant by establishing required attendance at training sessions for all supervisors. Staff and faculty members who supervise any em- ployees either full- or part-time attend mandatory Human Resources sessions on Sexual

Harassment, EEO regulations, and ADA regulations. Members of the campus also receive information about policies and education programs through e-mail, flyers and posters. Both the Office of Affirmative Action and Office of Human Resources have easily searchable web sites containing all of the university policies, procedures, and learning opportunities.

IU South Bend has made significant strides in these areas bringing our commitment to equal opportunity and the principles of affirmative action to the forefront. The Affirmative Action and Human Resources Offices both actively promote these policies and these prin- ciples have been inculcated into the fabric of every faculty and staff member’s daily activi- ties. This has resulted in an atmosphere that is both more accepting and more open to frank discussion of all issues.

Core Component 1c: Understanding of and support for the mission pervade the organization.

# Communication

The 2000 Consultant-Evaluator Team Report noted that “Communication flow has been interrupted….IUSB needs to develop a mechanism for tracking communications so that answers might be known for questions asked or suggestions made.” Given this recommenda- tion, when the new Chancellor took up her position in 2002, she placed “Communication” at the top of the list of parameters of engagement for the campus. She has established a num- ber of channels for communication with the campus about important issues such as finances, enrollment, IU system priorities, and the budget process. Through e-mail, the campus website, [her own website](http://www.chancellor.iusb.edu/), monthly reports to the Academic Senate, quarterly newsletters ([*Notes from the Chancellor*](http://www.chancellor.iusb.edu/updates.shtml)), regular faculty and staff breakfasts, regular student lunch “Chow with the Chancellor” sessions, and three Deans and Directors meetings each semester, she has modeled the importance of communication as a strategy for engagement on our campus. Her newsletter is also sent to nearly 1,000 community civic, business, and education lead- ers. Five thousand copies of the [Chancellor’s Annual Report](http://www.chancellor.iusb.edu/2005-06ChancellorsAnnualReport.pdf) are printed and mailed to a targeted audience of community leaders, educators, alumni, legislators, and IU South Bend employees. Additional communication occurs through regular Chancellor’s Cabinet meet- ings, at which the Vice Chancellors are consulted and kept informed about campus affairs.

She has made improving campus communication a priority for 2007–08. She will be explor- ing new ways to connect with faculty and staff members in order to hear their ideas and their concerns about the campus.

The Vice Chancellor for Academic Affairs provides regular updates to the campus at Aca- demic Senate meetings. He also prepares [*VCAA Newsletter*](http://www.iusb.edu/~acadaff/vcaa/news.html). *VCAA Newsletter* appears irregu- larly because relaying information in a timely fashion is often better accomplished through the monthly addresses to the Academic Senate. The Office of Information Technologies produces [*IT Update*](http://www.iusb.edu/~sbit/pdf/newsletter-Apr2007.pdf), Schurz Library publishes [*Schurz Library News*](http://www.iusb.edu/~libg/newsletter/spring2007.pdf), the Civil Rights Heri-

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tage Center pens [*Civil Rights Now*](http://www.iusb.edu/~civilrts/), and various programs and departments publish print or electronic newsletters or other annual updates to inform students, alumni, and the general community about their activities for the year. Additional examples of these communication formats include General Studies [*In touch*](http://www.iusb.edu/~civilrts/), the College of Liberal Arts and Sciences [*Faculty*](http://www.iusb.edu/~lasi/facultynews.shtml) [*News*](http://www.iusb.edu/~lasi/facultynews.shtml), the [*Computer Science Newsletter*](http://www.cs.iusb.edu/newsletters/2007_06_newsletter.pdf), and [*The Chalkboard*](http://www.iusb.edu/~edud/PDF/chalkboard/CB_Sp06.pdf)of the School of Education. Often departmental newsletters will appear for a few years because a publishing-literate faculty member takes control of the process, only to go dormant when that individual moves on

to new responsibilities. The campus needs to develop easy to use newsletter formats that require minimal knowledge of publishing software so that departments and programs can more easily provide annual updates to alumni, current students, and the community.

In 2004, IU South Bend converted to using electronic communications as the official means of communication with students, faculty and staff members. Until 2006–07, the campus used a digest mass mail distribution option to enable an individual or office to communicate with large groups of constituents on campus (such as faculty, students, hourly, biweekly, prostaff, and so on). E-mails were compiled overnight into a digest format and sent out the following day. This was widely perceived as an unwieldy vehicle for campus communication since many individuals deleted the digest messages without ever reading them, thus missing important communications. The length of messages was limited and attachments could not be handled. In 2006, a new Bulletin Board system was instituted for the campus and the capability to use the mass e-mail distribution lists ended. Individuals and units choose where to post their no- tices. Different lists are designated to reach different audiences. Messages are sent to a board manager who is responsible for ensuring they are posted. Daily digests alert users to new postings on the board. The new system had kinks to work out over this past year; it is still not clear that messages are actually being read by their intended audiences. The new system needs to be evaluated for effectiveness at the end of its second year of use, 2007–08.

IU developed a web portal called [OneStart](https://cas.iu.edu/cas/login?cassvc=MYANY&casurl=https%3A//onestart.iu.edu%3A443/my-prd/Kerberos/Login.do) that provides a single entry point for all online services at Indiana University. Students use OneStart to register for classes, view their tran- script and grades, search the library, find job postings, and access webmail. Staff members use OneStart to access their e-mail and calendar, view institutional reports, check payroll information, and purchase parking stickers. Faculty members can also view class rosters, submit midterm and final student grades, gain access to student records for advising pur- poses, and monitor budgets for which they are account managers (such as grant or research accounts). In 2003, integrated campus web designs were developed for all IU campuses

by IU Bloomington and all campus units were expected to shift their web content to the new design by the summer of 2004. At this time, our web site was served and controlled downstate. Control over the campus web site has returned to the IU South Bend Informa- tion Technologies office. Staff of this office are currently in the process of re-designing the campus web site to make it more user-friendly and easier to navigate and update. New web templates will be available in early 2008. Part of the impetus for bringing control of the web site back to our campus was to allow for a more dynamic home page, RSS feeds, wikis, and podcasting.

In addition to campus publications, news about events at IU South Bend regularly appears in the [*IU Home Pages*](http://www.homepages.indiana.edu/2007/06-29/)and in IU publications such as [*Indiana Research and Creative Activity*](http://www.indiana.edu/~rcapub/v29n2/contents.shtml)and [*Indiana Alumni Magazine*](http://alumni.indiana.edu/magazine/index.shtml). The [*IU Fact Book*](http://factbook.indiana.edu/index.shtml)contains a structured presentation of informa- tion about the University that is frequently requested by students, faculty, staff, alumni, and

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others. It contains information about all of IU’s campuses and is compiled by the University Reporting and Research (URR) unit. News reports featuring IU South Bend faculty and events appear regularly in the local newspaper, the *South Bend Tribune*, and on local televi- sion channels such as WSBT-Channel 22 and WNDU-Channel 12. [*The Preface*](http://iusbpreface.wordpress.com/)is the official campus student newspaper. [*IU South Bend Vision*](http://iusbvision.wordpress.com/)is a student publication that showcases various IU South Bend clubs and creates a forum for student vision into campus-life issues. The Alumni Association reports on its activities to alumni, employees, and friends of IU South Bend by means of [*Foundations*](http://www.iusb.edu/~alumaff/FoundationsS07.pdf), a biannual magazine distributed to approximately 24,000 households.

In 2001, the IU Board of Trustees initiated the [Integrated Image Initiative](http://visualidentity.iu.edu/index.shtml) due to concerns that IU was not communicating its mission with one voice. During the summer of 2002, outside consultants conducted an audit of IU’s “brand identity.” Their findings indicated that IU’s image was being compromised by the use of a wide variety of unrelated marks and messages. The goal of the Integrated Image Initiative was to bring cohesion to the messages and visual identity of all the campuses and units under the IU umbrella, while maintaining the distinctive character of each campus or unit. On 9 June 2006, the Trustees of Indiana University voted in favor of the new visual identity system, approach, and ar- chitecture. IU South Bend has received a new mascot design, a new wordmark, and is in the process of implementing the new graphic standards for publications and print materials.

Core Component 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

# Governance & Leadership

IU South Bend’s success in fulfilling its mission depends directly upon how its governance and administrative structures promote effective leadership and support collaborative pro- cesses. As one campus within a multi-campus state university system, IU South Bend is sub- ject to governance at two distinct levels—a university-wide level and a campus level. The following sections describe each of these levels of governance, as well as providing details about faculty, staff and student leadership on our campus.

## UNIVERSITY-LEVEL GOVERNANCE

##### [IU Board of Trustees](http://www.indiana.edu/~trustees/index.shtml)

Indiana University is governed by a nine-member board that serves as its legal owner and final authority. The board has been entrusted with holding the university’s financial, physi- cal, and human assets and operations for future generations. Its conditions for membership, terms of office, responsibilities, powers and electoral procedures are governed by the [Indi-](http://www.indiana.edu/~trustees/code.shtml) [ana Code](http://www.indiana.edu/~trustees/code.shtml) and set forth in a set of [Bylaws](http://www.indiana.edu/~ufc/enabling.htm#bylaws). Three of the trustees are elected by IU alumni (one each year) while the remaining six (including one student member) are appointed by the governor of Indiana; all serve three year terms, except the student member who serves for two years.

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The board meets nine times a year on various IU campuses around the state. Meetings are open to the public and anyone with an interest in the governance of the university is welcome to attend. As mandated by state law, minutes are taken at every meeting and are available to the public on a [webpage](http://webapp1.dlib.indiana.edu/iubot/welcome.do) managed by the University Archives office.

The Board maintains the following standing committees: Facilities; Finance and Audit; External Relations: Economic Development, Community Engagement, and Legislative and Legal Affairs; Academic Affairs and University Policies; and Long-Range Planning. In 2005, the Board approved [Mission Statements and Priorities](http://www.indiana.edu/~trustees/org.shtml#3) for each of these committees. In ad- dition, each campus is assigned a board member as a [Campus Liaison](http://www.indiana.edu/~trustees/org.shtml#1a).

Moreover, the Board of Trustees enables the chief administrative personnel of IU, in- cluding the President and campus chancellors, to exercise effective leadership. The board document entitled “[Delegation of Authority to the President of the University](http://www.indiana.edu/~trustees/delegate.shtml)” outlines the process by which the board delegates to the President the management of the University.

##### The President of Indiana University

As the chief executive of the University, the [President](http://www.indiana.edu/~pres/) is appointed by the Trustees and is responsible for the operation of the entire University within the framework of policies provided by the Trustees. The President is responsible for accomplishing the objectives of the University, for determining missions and priorities for its various units, and for the

effective and economical planning, use, and management of resources. There have been sig- nificant changes in the administrative structure of Indiana University since 2005–6. Since implementation of the new structure began very recently, it is still too soon to know all the implications of the restructuring, or how these changes will affect the Indiana University regional universities.

The most significant change in Indiana University’s governance is the change in the duties, responsibilities, and scope of the President. As a result of the 2006 changes, the President is now the chief officer of the Bloomington campus as well as of the entire university system.

The office of the Bloomington Chancellor was eliminated and its functions split between the President and a new Provost for the Bloomington campus. The President has appointed a new set of vice-presidents whose portfolios include Diversity, Equity, and Multicultural Affairs; International Affairs; Engagement; Information Technology; Public Affairs and Government Relations; Institutional Development and Student Affairs; Life Sciences; Chief Administrative Officer; Research Administration; and Chief Financial Officer. The Vice Chancellor for Academic Affairs for the Bloomington campus also holds the new position of Bloomington Provost.

A new Executive Vice President was created in the new administrative organization, re- porting directly to the President. The Executive Vice President assists the president in addressing the full range of university-level policy and administrative issues and has uni- versity-wide responsibility for providing coordination and consultative services to campus chancellors and academic vice chancellors. He is also responsible for monitoring the conduct of all undergraduate academic programs, managing program and accreditation reviews, reviewing proposed new undergraduate academic programs and organizational units, act- ing as liaison to the Board of Trustees and the Indiana Commission for Higher Education on academic matters, and making promotion and tenure recommendations to the President

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(from IUPUI and the regional campuses). With these responsibilities, the Executive Vice President (who is also the Chancellor of IUPUI) has significant oversight of the regional universities.

While this restructuring has been responsive to Bloomington’s growing demands for a new and strengthened model of leadership, it is not clear how these changes will address the needs of the regional universities. IU South Bend also has yet to see how the new Vice Presidents will interact with regional universities in the future. IU South Bend has enjoyed

excellent relations with the former President, whose early resignation paved the way for this restructuring. His support was invaluable in our successful proposal to construct campus residences—the first regional university to gain such approval. At this time of campus growth and rededication to our comprehensive public university mission, IU South Bend looks forward to working in similar harmony with the dynamic new university president.

## CAMPUS-LEVEL GOVERNANCE

##### The Chancellor

The [Chancellor](http://www.chancellor.iusb.edu/) is the chief executive officer of the campus, and oversees the academic, budgetary, student service and external communications programs of the campus in con- sultation with the chief administrators of each of these areas. The Chancellor also is the university’s chief representative to Indiana University, to the Indiana General Assembly and to other external constituencies. The Chancellor is accountable to the Board of Trust- ees through the President’s Office. The Chancellor is responsible for the conduct of the af- fairs of the campus in accordance with all policies and procedures of the Indiana University system, all relevant state statutes and the legislative authority of the faculty. Internally, the chancellor is assisted through consultation with vice chancellors, with the campus Board of Advisors, and with faculty and staff members who hold expertise in particular areas of con- cern to the campus as a whole. Regular consultation occurs through Chancellor’s Cabinet meetings, reports to the Academic Senate, and other ad hoc meetings called by the Chancel- lor as needed. The Chancellor also meets regularly with students and faculty members in a series of informal gatherings to discuss campus issues and field questions or suggestions for improvements.

##### IU South Bend Board of Advisors

The Chancellor is assisted, externally, by the [IU South Bend Board of Advisors](http://www.chancellor.iusb.edu/adviseboard.shtml), which is comprised of one member of the IU Board of Trustees and representatives of the profes- sional, business, labor, governmental and educational communities. Its twenty-five members constitute community leaders and educators, state legislators, philanthropists, media repre- sentatives, business executives, and outstanding alumni. The IU South Bend Board of Advi- sors was brought into existence by a 1972 resolution of the IU Board of Trustees, which charged chancellors to “seek the evaluation and recommendation of the board of Advisors of Regional Campuses involved before acting upon any major policy decision concerning that campus.” This board is advisory only and has no legal authority over the campus. All legal authority over the campus rests, as noted above, with the Indiana University Board of Trustees. Serving as an advocate in the community for IU South Bend, the Community Ad- visory Board meets periodically with the Chancellor and is briefed on campus developments, such as the Strategic Plan and the Self-Study and accreditation process. Board members are

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also frequently involved in interviewing candidates for top administrative positions, in major campus fund-raising efforts, and are invited to sit on the podium during IU South Bend Commencement ceremonies.

##### Administrative Structure and Leadership

The 2000 North Central Association Consultant-Evaluator Team Report recommended that the campus examine its organizational structure “to better facilitate congruency and effec- tiveness of operations” (p. 26). That same report also noted that changes in senior adminis- trative positions were hampering the campus’s planning efforts in the absence of a strategic plan and that communication channels on the campus had been disrupted by the turnover. In response to that recommendation, the Chancellor brought in an outside consultant in 2002 to analyze the campus administrative structure and make recommendations for improve- ments. In [*Administrative Structure at Indiana University South Bend: Analysis & Recommenda-*](http://www.chancellor.iusb.edu/img/Admin-Structure.pdf)[*tions*](http://www.chancellor.iusb.edu/img/Admin-Structure.pdf), the consultant recommended adding two new Vice Chancellors to the administrative structure (Public Affairs and University Advancement; and Information Technologies), reorganizing reporting lines for several units to the Vice Chancellor of Administrative and Fiscal Affairs, and retaining the Student Services unit at the Associate Vice Chancellor level within Academic Affairs. All of these recommendations were implemented and the number of units reporting directly to the Chancellor dropped from thirteen to six. By Fall 2004, the Chancellor had decided to again split Student Services from Academic Affairs and it became a unit reporting to a new Vice Chancellor of Student Affairs and Enrollment Management.

Today, the five vice chancellors and the directors of institutional research and affirmative action report directly to the Chancellor. The Vice Chancellors (Academic Affairs, Student Affairs and Enrollment Management, Administrative and Fiscal Affairs, Information Tech- nologies, and Public Affairs and University Advancement) form the Chancellor’s Cabinet. Each Vice Chancellor has an equal voice and vote.

The [Office of Academic Affairs](http://www.iusb.edu/~acadaff/) is administered by the Vice Chancellor of Academic Affairs. The Office of Academic Affairs oversees IU South Bend’s total academic program, includ- ing the development, coordination and promotion of all credit and noncredit programs and courses; the recruitment, development, evaluation and compensation of faculty members and other academic personnel; the maintenance of all faculty records; and the reallocation of resources among the academic units. The Vice Chancellor is assisted in carrying out these responsibilities by two Associate Vice Chancellors and the deans, directors, chairs and other administrators appointed to lead IU South Bend’s various academic units and programs such as Honors, UCET, and General Education. (See Academic Cabinet [Organizational Chart](http://www.iusb.edu/~acadaff/committees/acadcab.html)).

The [Office of Student Affairs and Enrollment Management](http://www.iusb.edu/~stuaff/) is responsible for the institu- tional aspects of student life, including the recruitment, admission, orientation and reg- istration of students; the counseling of students with regard to University policies and procedures, financial assistance, and personal development; the maintenance of student records; the development and operation of co-curricular activities, including athletics; and the administration of the IU Code of Student Rights, Responsibilities, and Conduct. The office is administered by the Vice Chancellor of Student Affairs and Enrollment Manage- ment, assisted by an Associate Vice Chancellor, an Assistant Vice Chancellor/ Registrar, an Executive Director of Athletics and Recreation and the directors, professional and biweekly staff who report through these individuals to the Vice Chancellor (See Organizational

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Charts [1–VC](http://www.iusb.edu/~stuaff/vcstafem.pdf), [2–Student Services](http://www.iusb.edu/~stuaff/stuserv.pdf), [3–Registrar](http://www.iusb.edu/~stuaff/esreg.pdf), and [4–Athletics](http://www.iusb.edu/~stuaff/athrec.pdf)).

The [Office of Information Technologies (IT)](http://www.iusb.edu/~sbit/about-it.shtml%20(OIT)) oversees the infrastructure of technol- ogy including software/hardware selection, installation and maintenance; the University telephone system; and the university website. IT also oversees the integration of IU South Bend’s technological networks with other IU and statewide computer networks. It

is headed by the Vice Chancellor of Information Technologies, assisted by a Senior Direc- tor for User Support, a Director of System Support, a Manager of Web Services, and the managers and professional, biweekly and hourly staff who support these individuals (see [Organizational Chart](http://www.iusb.edu/~sbit/pdf/orgchart.pdf)).

The Office of Public Affairs and University Advancement oversees public communications, development, dining services, alumni relations, foundation relations, and campus publica- tions in keeping with the mission of the University. It became a separate unit reporting to a new Vice Chancellor in 2003. The Vice Chancellor is assisted by five Directors, and the professional, biweekly, and hourly staff who report to them (see [Organizational Chart](http://www.iusb.edu/~hlc/PAUAchart.pdf)).

The [Office of Administrative and Fiscal Affairs](http://www.iusb.edu/~adaf/) oversees the business of IU South Bend. It includes Accounting Services, Parking Services, Safety and Security, Facilities Management, Human Resources, Purchasing, the Payroll Office, Bursar Services, and the Copy Center.

The Vice Chancellor for Administrative and Fiscal Affairs is assisted by a number of direc- tors (Human Resources, Purchasing, Facilities Management, Accounting Services, Bursar, Parking Services) and the professional, biweekly, hourly and union staff who support them.

Our campus has weathered a high rate of turnover and reorganization among top adminis- trators over the last seven years, with the aid of its strong tradition of shared governance. Extensive restructuring has occurred within the divisions of Student Affairs, Instructional Technologies, Administrative and Fiscal Affairs, Academic Affairs, and Public Affairs and University Advancement. The campus has a well-functioning and stable administrative structure now that should serve it well as it puts into motion its new strategic plan.

## FACULTY LEADERSHIP

##### Faculty Senate

There is a strong tradition of faculty governance at IU South Bend that is exercised through the [IU South Bend Academic Senate](http://www.iusb.edu/~sbas/index.shtml), its officers, and executive, standing, and elected committees. All tenure-track faculty, full-time lecturers and instructors, and up to 15 representatives of the associate faculty are members of the Academic Senate. All full-time faculty members have a direct voice in the governance of the campus.

The constitution grants the Academic Senate legislative authority, i.e., the power to estab- lish policies and procedures subject to the Board of Trustees and the University Faculty Council, in the following areas: standards of admission and retention of students; determi- nation of curriculum; class scheduling and the academic calendar; standards and procedures for faculty appointments, promotion and tenure, and conduct and discipline; standards and procedures for the appointment of academic administrative officials; standards and pro- cedures concerning athletics; standards and procedures concerning student conduct and discipline; and conferring of degrees. The Academic Senate exercises these powers through its [Standing Committees](http://www.iusb.edu/~sbas/comm.shtml).

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Members of the [Executive Committee](http://www.iusb.edu/~sbas/exec.shtml) are the elected officers (President, Vice President, and Secretary), the immediate past president, the elected UFC representatives and three members (at large) elected in the same manner as the officers. The nominating committee of the Senate considers representation of units in developing its slate of candidates, which can be supplemented by nominations from the floor of the Senate. The Executive Commit- tee makes appointments to the Standing Committees of the Senate and ad hoc committees (including search committees for administrative positions requiring Senate consultation), determines the agenda for Senate meetings, facilitates and monitors implementation of legislation passed by the Senate, maintains a file of changes to the Faculty Handbook, and consults with campus administrators as the faculty’s representative. This committee usually

meets monthly (additional sessions are called for as needed) and the Chancellor attends for a portion of each month’s meeting. The President of the Academic Senate also meets month- ly with the Chancellor, sits on the Academic Cabinet of the Vice Chancellor of Academic Affairs, and serves on the Strategic Planning Advisory Council.

In recent years, the Faculty Senate has worked on a number of major campus initiatives including the new General Education curriculum, the adoption of the campus Strategic Plan, the Mission Differentiation Project, and the new campus Mission Statement. During 2006–07, the Faculty Senate Executive Committee and various subcommittees consulted with the administration on the restructuring of academic affairs, on whether to require that all students receive midterm grades, on making the design for student housing “green”, and on addressing the budget shortfall.

##### University Faculty Council

The [University Faculty Council (UFC)](http://www.indiana.edu/~ufc/) is a representative body consisting of elected members from all eight campuses of Indiana University. It dates to the early 1970s, when a system-wide administrative reorganization created it and separate faculty bodies respon-

sible for governance on each campus. Each campus receives one UFC representative for each one hundred voting members on the campus (the voting members being the tenure-track and tenured faculty and librarians on the campus). Besides the President of our Academic Senate, IU South Bend has two elected representatives on the UFC. Like the IU South Bend Academic Senate, the UFC exercises legislative authority to establish policy and determine procedures for its implementation governing the teaching, research, and service aspects of the University’s academic mission.

The UFC maintains a committee structure where most policy, legislative, and consulta- tive authority is exercised. Committees are comprised of both elected UFC members and volunteer members from among the faculty. The Academic Senate chairs of all campuses sit on the Agenda committee, and representatives of regional campuses are sought for all the committees. Current UFC committees include: Agenda Committee, Budgetary Affairs Committee, Distributed Education Committee, Educational Policies Committee, Faculty Affairs Committee, Faculty Compensation and Benefits Committee, Faculty Governance Committee, Honorary Degrees Committee, Library Committee, Student Affairs Commit- tee, Technology Policies Committee, and University Planning Committee. The President of Indiana University chairs the meetings of the UFC, although the agenda and directions of

the UFC are set by the faculty, under the leadership of two “co-secretaries,” elected from the Bloomington and Indianapolis campuses. When the UFC revises policies and procedures for

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the entire Indiana University system, the IU South Bend Academic Senate may be required to bring its policies into line with the new system-wide mandates.

The UFC often acts at the request of the IU Board of Trustees to review policies or pro- cedures or to develop recommendations for new policies and procedures to handle various aspects of campus life. From 2000–2007, the UFC took action in developing the follow- ing policies and procedures (many of which were subsequently ratified by the IU Board

of Trustees): [Partially-Paid Family Leave Policy](http://www.indiana.edu/~ufc/docs/policies/familyleave.htm) (May 2006); [Research Misconduct](http://www.indiana.edu/~ufc/docs/policies/ResearchMisconduct.pdf) (April 2007); [Conflicts of Interest](http://www.indiana.edu/~ufc/docs/policies/Interest.htm) (March 2006); [Chancellor’s Review Procedures](http://www.indiana.edu/~ufc/docs/policies/chancellor.htm) (November 2006); [Intercollegiate Athletics Programs Policy](http://www.indiana.edu/~ufc/docs/policies/athprog.htm) (June 2004); [Conflicts of Commitment](http://www.indiana.edu/~ufc/docs/policies/Commitment.htm)  [Involving Outside Professional Activities](http://www.indiana.edu/~ufc/docs/policies/Commitment.htm) (April 2006); [Policy on Academic Appointments](http://www.indiana.edu/~ufc/docs/policies/appoint.htm) (May 2001); as well as numerous policies on the [Undergraduate Master Course Inventory](http://www.indiana.edu/~ufc/docs/policies/courseInventory.html) (April 2002), [Transfer of Credit from Two-Year Institutions](http://www.indiana.edu/~ufc/docs/policies/twoyear.htm) (March 2001), [Student Re-](http://www.indiana.edu/~ufc/docs/policies/student_records.htm) [cords](http://www.indiana.edu/~ufc/docs/policies/student_records.htm) (October 2001), [Accommodations for Religious Observances](http://www.indiana.edu/~ufc/docs/policies/religious.htm) (March 2000), and [Un-](http://www.indiana.edu/~ufc/docs/policies/ugradtransfer.htm) [dergraduate Inter-Campus Transfers](http://www.indiana.edu/~ufc/docs/policies/ugradtransfer.htm) (November 2000). The [Constitution](http://www.indiana.edu/~ufc/enabling.htm) and the [Bylaws](http://www.indiana.edu/~ufc/enabling.htm#bylaws) of the University Faculty Council were both amended in October 2003. Other matters that the Board referred to the UFC for action in recent years have included responding to the IU President’s recommendations regarding Core Campus and System School Operations and a Resolution and Report on General Education.

The UFC has a dual role of creating system-wide policy and ensuring that individual cam- puses have a voice in that policy. A good example of how regional campuses are involved in setting UFC (university wide) policy, has been the recent discussions of general education (a responsibility that IU’s President referred to the UFC recognizing that such matters are in the purview of faculty. This assignment was reinforced by a IU Trustee resolution urging

a decision to make general education requirements more transferable across the university, and suggesting a deadline for UFC action.)

The outcome of those discussions was the UFC policy, agreed upon by individual cam- puses, to identify a very basic set of general education requirements that all IU campuses would offer and accept for credit transfer. At the same time, it preserved campus autonomy to incorporate those “basics” into curricula designed to meet the specific curricular goals of faculty on individual campuses. At IU South Bend this was compatible with the ongoing implementation of our own new general education curriculum. (IU South Bend’s Director of General Education was a member of the UFC committee that worked on this issue for

the past three years to meet the deadline for this action set out in an IU Trustee resolution.)

IU South Bend has not always been able to attract volunteers to fully represent our campus on all committees. One reason is the perception by faculty that the UFC is more a Bloom- ington-Indianapolis core campus activity since they have more representatives on the council. Another reason has to do with the physical distance between our campus and the meetings, which are generally held in either Bloomington or Indianapolis, 3–4 hours away. However, in recent years the UFC has made more efforts to engage regional campuses. In response, regional campus voices have been heard and considered in major UFC policy de- liberations. One technological strategy has been to use the VIC audio-visual interactive IU network as a vehicle to carry the meetings live to every campus. This has allowed interested faculty to sit in on UFC meetings. The agendas are available to any faculty member a week in advance.

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The IU South Bend Academic Senate executive committee may wish to consider how IU South Bend could participate even more actively in UFC affairs, particularly on its policy committees (on which they are not so outnumbered, and can help shape the actions that eventually will come to the floor.) Campus members should also be encouraged to attend the VIC telecasts when issues of particular interest to faculty are being debated.

## STAFF LEADERSHIP

Like the academic senate, the staff groups at IU South Bend have elected committees which can make recommendations or offer advice regarding policy formulation and problem solving on issues that affect the general welfare, the working conditions, and the services rendered by the staff of the university. Generally speaking, concerns will be raised or recommendations made to the appropriate level at which action can be taken. This might

be a program director, a Dean or one of the Vice Chancellors of the unit affected by the issue. Professional staff members have an elected Professional Staff Council, consisting of four elected officers and an elected representative from each of the different campus zones (academic advisors, academic administration, administrative services, information technol- ogy, university affairs, academic services, student support). The [Professional Staff Council](http://www.iusb.edu/~sbpro/) meets monthly with its constituents. Biweekly staff members elect officers to the Biweekly Staff Council that serves as a voice for this employee category. Representatives of both

the Professional Staff Council and the Biweekly Staff Council also serve on the [Affirmative](http://www.iusb.edu/~aaoffice/members.shtml)  [Action Committee](http://www.iusb.edu/~aaoffice/members.shtml), the Campus Directions Committee, and the [Academic Senate Budget](http://www.iusb.edu/~sbas/budget/indexBU.shtml)  [Committee](http://www.iusb.edu/~sbas/budget/indexBU.shtml). The service maintenance staff employees are represented by AFSCME, Local 1744–01. This bargaining group has elected officers who regularly meet with the Director of Human Resources, the Director of Facilities Management, and the Vice Chancellor for Administrative and Fiscal Affairs to discuss concerns and negotiate union contracts. The union’s purpose is to enhance the service maintenance employee’s working environment and benefits. A representative for AFSCME also sits on the Campus Directions Committee.

## STUDENT LEADERSHIP

Students at IU South Bend exercise leadership and contribute to the overall function-

ing of the campus through their elected [Student Government Association](http://www.iusb.edu/~stuassoc/) (SGA). The IU South Bend Student Government Association formulates policy governing the activities and welfare of the students at IU South Bend; represents the interests of students enrolled in academic programs at the IU South Bend campus; represents the student viewpoint on administrative and faculty committees; encourages opportunities for student involvement in the IU South Bend community and the surrounding area; provides practical experience and helps students develop leadership skills while at IU South Bend; and protects the rights of all students enrolled on the IU South Bend campus. The SGA is advised by the Director of Student Life.

The Student Government Association consists of an elected executive cabinet (President, Vice President, Secretary, and Treasurer), an elected legislative body of twelve student Senators and the Vice President who serves as Senate President, and a judicial council that consists of five justices, one of whom is designated Chief Justice. The judicial council rules on questions of interpretation of the Student Government Association or any club’s con- stitution and on impeachment proceedings for student government officials. They may also

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rule in case of disputes or conflicts between two or more student clubs or other organiza- tions. Justices are appointed by the President, with Senate approval, and must have earned a

3.0 out of 4.0 GPA. All other offices require that students have a 2.0 out of 4.0 GPA to run for office and that they must maintain at least a 2.0 semester average while in office. All of the members of Student Government receive stipends for their services. One of the major roles of the SGA is to undertake budget review of money the university receives through Student Activity fees. This amounts to over half a million dollars each year. The funds are allocated to support the campus athletics programs, some of the operations of the Student Activity Center, to subsidize the Campus Child Development Center, and to support the student publications, Titan Productions, and campus clubs and organizations. In April 2007, the SGA presented an amended constitution to the students at IU South Bend which they ratified in voting in April 2007.

Core Component 1e: The organization upholds and protects its integrity.

# Institutional Integrity

IU South Bend values honesty in its processes, in the conduct of research, teaching, and other academic activities, and in the presentation of itself to its various constituencies. The organization works to uphold laws and regulations at all levels (federal, state, and university).

### ACCOUNTABILITY TO THE IU BOARD AND ExTERNAL CONSTITUENCIES

The Indiana State Board of Accountants conducts an annual financial audit of Indiana University which also includes an OMB Circular A–133 federal compliance audit. Auditors visit each campus to conduct the necessary audit work. Financial statements, related foot- notes and the overall accounting are governed by the Governmental Accounting Standards Board (GASB) and to some extent the Financial Accounting Standards Board (FASB). The accounting structure is still largely based on the traditional CUBA (College and University Business Administration) model but GASB now dictates financial reporting. The results of the audit are presented in person by the auditor to the Board of Trustees.

Internal audits are conducted by the IU Internal Audit department which has a direct reporting line to the President. The department establishes an audit schedule based on a number of factors including areas of risk (such as cash handling areas, federal compliance for grants and contracts, etc.), areas requested by the campuses and perceived problem areas. They also perform work to determine campus compliance with certain university policies such as purchasing. All internal audit reports are sent to the Board of Trustees members.

Some of the campus specific items reported to the Board of Trustees include:

* + - External Audits
    - Internal Audits
    - Tuition and Fee Rates

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* Comprehensive Fiscal Report for Previous Year
* Salary increases by employee group
* Diversity and Affirmative Action
* Operating Budgets
* Parking Fees
* Commitment To Excellence Plan and previous year CTE accomplishments
* Major capital and renovation projects
* Student bad debt write-off information
* Student housing rates: to be submitted in the future once campus housing opens

The Board of Trustees may also initiate new projects or make special requests for data from the campuses. These requests are channeled through the Chancellor’s Office; from there they are routed to the appropriate unit(s) for responses. All information is collected and a campus response is issued by the Chancellor’s Office. Recent examples of such requests included the Mission Differentiation Project and the Integrated Image Initiative. The Chancellor provides updates of items important to the campus that come from the Board of Trustees meeting while the Vice Chancellor of Academic Affairs (or his represen- tative) provides updates from the Academic Leadership Council meetings to the Academic Cabinet.

## POLICIES AND PROCEDURES

The IU Board of Trustees is subject to the Open Door Law provisions of Indiana Code IC 5–14–1.5. On the [Board’s website](http://www.indiana.edu/~trustees/), they provide agendas and schedules for upcoming meetings, minutes of previous meetings, links for contacting individual trustees, and even

information about the relevant sections of the State Code that apply to the Board. IU budget information is a matter of public record and is made available to constituents through the university libraries. Additional information on student beginner profiles, graduation rates, enrollment, degree conferrals, financial aid, and retention rates is available on the website

of the [University Reporting and Research Office](http://www.indiana.edu/~urr/degrees/index.shtml). The campus [Clery Security report](http://www.iusb.edu/~sbsafety/clery.shtml) is also available online.

A series of handbooks provide clear rules and regulations that guide much of faculty and student life on the IU South Bend campus. These include the [IU Academic Handbook](http://www.indiana.edu/~deanfac/acadhbk/acad_handbk_2006.pdf), the [IU South Bend Faculty Handbook](http://www.iusb.edu/~acadaff/handbooks/Fachndbk98.html), and the [IU Code of Student Rights, Responsibilities, and](http://www.dsa.indiana.edu/Code/) [Conduct](http://www.dsa.indiana.edu/Code/). These handbooks also delineate the appropriate policies an procedures governing student and faculty grievance processes. The [Office of Student Judicial Affairs](http://www.iusb.edu/~judicial/) adjudicates violations of the student code of conduct; formal student complaints are handled by the As- sociate Vice Chancellor of Student Services. Faculty grievances and conduct violations are governed by two committees of the IU South Bend Academic Senate: the Faculty Miscon- duct Committee and the Faculty Board of Review.

IU South Bend is also bound by many university-wide policies of Indiana University, which can be found on the [Indiana University Policies](http://www.iu.edu/~policies/) website. Additional policies governing cam- pus conduct and procedures include:

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[IU South Bend Personnel Policies](http://www.iusb.edu/~human/policy/index.shtml)

[IU South Bend Personnel Policies for Service Maintenance Employees](http://www.iusb.edu/~human/manual/) [IU South Bend Affirmative Action Policies and Procedures](http://www.iusb.edu/~aaoffice/policies.shtml)

[IU South Bend FERPA Policy](http://www.iusb.edu/~regr/ferpaweb/ferpa_policy.shtml)

[IU South Bend Academic Progress Policy](http://www.iusb.edu/~sbfinaid/progress.shtml) [Indiana University Libraries Privacy Policy](http://www.iusb.edu/~libg/news/Privacy_Policy.pdf)

[IU South Bend Library Policy for Non-Affiliated Users](http://www.iusb.edu/~libg/services/guestpolicy.shtml)

## PROMOTION AND TENURE POLICY

Promotion and tenure at IU South Bend are governed by well defined processes and pro- cedures. The general criteria and procedures for tenure and promotion are described in the [IU Academic Handbook](http://www.indiana.edu/~deanfac/acadhbk/acad_handbk_2006.pdf), pp. 63–74 and in the [Guidelines for Promotion, Tenure and Reap-](http://www.iusb.edu/~acadaff/handbooks/appointee.html#Guidelines%20for%20Promotion%2C%20Tenure) [pointment section](http://www.iusb.edu/~acadaff/handbooks/appointee.html#Guidelines%20for%20Promotion%2C%20Tenure) of the IU South Bend Faculty Handbook. Candidates for tenure and pro- motion will normally excel in at least one of the areas of teaching, scholarship and creative activity, or service and exhibit at least satisfactory performance in the remaining areas. In exceptional cases, promotion and/or tenure may also be given to a candidate exhibiting a balance of strengths demonstrating excellent overall performance. Each academic unit has developed its own standards for tenure and promotion, which are communicated to new tenure-track faculty in writing at the time they are hired. All tenure-track faculty members undergo an annual evaluation review. Tenure-track faculty members are also evaluated in the reappointment process. All recommendations for reappointment, tenure, and promotion originate in the home department (College of Liberal Arts and Sciences) or unit (all other schools and divisions) and are routed through the following channels for subsequent review: the appropriate Dean; the Academic Senate Promotion, Tenure and Reappointment Com- mittee; the Vice Chancellor of Academic Affairs; and the Chancellor. Ultimately all recom- mendations are routed to the Executive Vice President of IU who submits them to the IU Board of Trustees for final approval. Candidates are notified about recommendations made at every level of review in writing. [Candidates’ rights](http://www.iusb.edu/~acadaff/handbooks/appointee.html#Candidate%20Rights) in the tenure and promotion process are clearly delineated in the IU South Bend Faculty Handbook.

A 2005 campus study of the support given to faculty as they work towards tenure found differences in the experiences and opinions of those faculty members. While each unit had its own culture and practices for this process, some common themes did emerge. Candidates felt there was considerable support on campus for pre-tenure faculty, mainly through the University Center for Excellence in Teaching (UCET) and the Office of Research. They saw the official tenure process as fair. Candidates found it transparent and its many levels provided a system of checks and balances. Some areas noted for improvement included the quantity and quality of feedback about progress towards tenure given in annual evaluations, the quality of mentoring provided pre-tenure faculty, the provision of better and more accessible information about tenure, and the provision of better support options to assist pre-tenure faculty with balancing teaching, research, and service. These findings have been communicated to the Deans and to UCET for action.

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## FEDERAL COMPLIANCE

As an organization that holds federal recognition as an approved accrediting agency, the Higher Learning Commission of the North Central Association of Colleges and Schools maintains a Federal Compliance Program. This section of the Self-Study discusses IU South Bend’s compliance with the expectations of this program.

##### Credits, Program Length, and Tuition

The Higher Learning Commission expects an affiliated institution to be able to: 1) Equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education; 2) Justify the length of its programs in comparison to similar programs found in accredited institutions of higher education; 3) Justify any pro- gram-specific tuition in terms of program costs, program length, and program objectives (Handbook of Accreditation, page 8.2–1).

1. All classes offered for credit at IU South Bend are equated to semester credit hour equivalencies. One credit hour at IU South Bend is equal to seven hundred and fifty minutes of instruction (three credit hours equals 2,250 minutes of instruction). The fall and spring semesters are each sixteen weeks long and include fifteen weeks of instruction plus a week for final examinations. Grades are assigned on a semes- ter credit hour basis. Details of courses are provided in [the campus bulletin](http://www.iusb.edu/~sbbullet/). The campus bulletin is published every two years. It includes program requirements and course descriptions. The bulletin is available in print and on line.
2. The length of all programs (degrees and certificates) has been approved by Indiana University’s Board of Trustees and all degree programs at Indiana University cam- puses have been approved by the Board of Trustees and the Indiana Commission for Higher Education. The Board of Trustees of Indiana University has powers to coordinate, recommend, advise, and direct the operations including capital plans and recommendations for the biennial appropriations of the eight Indiana University campuses. The Indiana Commission for Higher Education’s powers and responsibili- ties include making recommendations to the Governor and General Assembly con- cerning all of Indiana’s colleges and universities. This group has final approval for all new degrees, for all certificates (over 30 credit hours), all degree name changes, and all new schools. The Indiana Commission for Higher Education maintains in- formation about all academic programs at colleges and universities in Indiana. The Commission also reviews and approves campus mission statements.
3. The Board of Trustees approves tuition rates and instructional fees for Indiana University. The rates are set consistent with good practices in higher education. The rates are public and available to students both in printed form and on line.

##### Institutional Compliance with the Higher Education Reauthorization Act

The Higher Learning Commission requires: 1) that all organizations that receive Title IV funds provide copies of documents relevant to Title IV compliance; 2) that the self-study report evaluate the organization’s default rate, if any, and its plans for reducing default; and

3) that organizations comment briefly on their compliance with other Title IV-mandated student notification requirements such as crime reporting and release of completion/gradu- ation rates (Handbook of Accreditation, page 8.2–2).

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1. IU South Bend will provide copies of all documents relevant to Title IV compliance to the Higher Learning Commission’s site review team. The documents are available in the Financial Aid Office (Program Participation Agreement and Eligibility and Certification Renewal). After the annual A–133 audit is completed, the institution receives a copy of any findings or significant issues relevant to Indiana University South Bend. Complete copies of all audits are housed in Bloomington in the office of the [Vice President and Chief Fiscal Office of the University](http://www.indiana.edu/~vpcfo/index.html).
2. IU South Bend has a history of low default rates for all federal student loan pro- grams. All federal loan default rates are below national averages.

Federal Stafford Loan: For the past three years, Indiana University South Bend has had the following reported default rates, as provided by the Department of Educa- tion (DOE).

|  |  |
| --- | --- |
| **Fiscal Year 2003** |  |
| Number of borrowers entering repayment | 1,086 |
| Number of borrowers who entered repayment and defaulted | 60 |
| Official Cohort Default Rate | 5.5% |
| **Fiscal Year 2002** |  |
| Number of borrowers entering repayment | 1,036 |
| Number of borrowers who entered repayment and defaulted | 49 |
| Official Cohort Default Rate: | 4.7% |
| **Fiscal Year 2001** |  |
| Number of borrowers entering repayment | 944 |
| Number of borrowers who entered repayment and defaulted | 49 |
| Official Cohort Default Rate | 4.7% |

Federal Perkins Loans: When IU South Bend submits the FISAP, the default rate for Federal Perkins loan borrowers is also reported. All processes for the Federal Perkins Loan, with the exception of awarding the loan, are handled through the Student Loan Administration (SLA) located in Bloomington, Indiana. Federal Perkins Loan collections are also the responsibility of the SLA. In the collection process, the University uses numerous collection agencies, the primary three are RMS, GRC, and American Collections. Working closely with these agencies, the University does assign Perkins loans to the Department of Education (DOE). The primary criteria used to determine whether a Federal Perkins Loan should be sent to the DOE for collection include the following: 1) the borrower cannot be located by either the University or the collection agency; 2) the borrower has a proven record that income is insufficient to collect the loan. The University does not write off any Federal Perkins Loans.

Federal Perkins Loan default rates for three past fiscal years are included here.

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|  |  |
| --- | --- |
| **Fiscal Year 2003** |  |
| Number of borrowers entering repayment | 220 |
| Number of borrowers who entered repayment and defaulted | 4 |
| Official Cohort Default Rate | 1.82% |
| **Fiscal Year 2002** |  |
| Number of borrowers entering repayment | 233 |
| Number of borrowers who entered repayment and defaulted | 8 |
| Official Cohort Default Rate: | 3.43% |
| **Fiscal Year 2001** |  |
| Number of borrowers entering repayment | 226 |
| Number of borrowers who entered repayment and defaulted | 5 |
| Official Cohort Default Rate | 2.21% |

1. As required by federal regulations, IU South Bend completes the A–133 audit annu- ally. The A–133 audit is completed by the Indiana State Board of Accounts, which forwards the final report to the US Department of Education, Seattle Review Team. The 2003–04 audit review discovered issues regarding the calculation of Return of Title IV funds. Due to changes in processing and personnel and the implementation of a new computer system, the office processed several return of funds incorrectly.

This prompted the State Board of Accounts to request a full review of all Return of Title IV calculations for that academic year. This was completed by the director of financial aid before the next audit was scheduled. Corrections to the return of funds were made; an audit of the same process for the next academic year revealed no findings or issues.

1. IU South Bend is in full compliance with Title IV-mandated requirements regard- ing disclosure of campus crime rates. The Safety and Security Office procedures have been reviewed in 2004 and 2005. (The latest dates available at this writing.) In 2004, the first review was part of the National Association of Student Financial Aid Administrators (NASFAA) Self-Evaluation review completed by Steve Mor- ris, Financial Aid Compliance Officer, located in Bloomington, IN. In July 2005, the Financial Aid Office participated in a Standards of Excellence review which was completed by the NASFAA. The review team was comprised of three financial aid

directors from various universities selected by the national organization. The review team found no errors or problems with the reporting of campus crime statistics by the Safety and Security Office. Campus crime information can be found electroni- cally [here](http://www.iusb.edu/~sbsafety/clery.shtml).

##### Federal Compliance Visits to Off-Campus Locations

Federal regulations for recognition of accrediting agencies require the Commission to con- duct a variety of evaluation activities to review and monitor the development of off-campus sites and campuses. The Commission has determined that an off-campus site is a location at which a student can complete fifty percent or more of a degree program. (Handbook of Ac- creditation, page 8.2–3).

1. IU South Bend has an off-campus location in Elkhart, Indiana. The Indiana Com- mission for Higher Education has given IU South Bend permission to offer the

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Associate of Arts in General Studies, the Bachelor’s of General Studies, an Associ- ate of Science in Business, and a Master of Business Administration at this site. IU South Bend also offers courses that meet the general education degree requirements at the Elkhart site. Until fall 2007, the IU South Bend Elkhart Center was located on County Road 19 in Elkhart, Indiana. The groundbreaking ceremony for a new center in downtown Elkhart took place in fall 2006 and the new center opened fall 2007. IU South Bend also offers a constellation of courses in Plymouth, Indiana.

##### Institutional Advertising and Recruitment Materials

Whenever an organization makes reference to its affiliation with the Commission, it will include the Commission’s address and phone numbers…(When) including the Commission’s contact information, the organization should use the URL of the Commission’s Web site, rather than its street address, and its local, rather than toll free, phone number. To avoid confusion, particularly among prospective students, organizations should clearly and promi- nently provide their own contact information so students know how to reach them (Hand- book of Accreditation, page 8.2–3).

* 1. Whenever IU South Bend refers to its affiliation with the Higher Learning Com- mission, it has listed the street address and the 800 telephone number. For example, IU South Bend’s affiliation with the Higher Learning Commission is listed in the printed and online versions of the IU South Bend Campus Bulletin 2007–2009. In future bulletin copy the campus will use the URL of the Commission’s Web site, rather than the street address, and the local rather than the toll free phone number. The IU South Bend Campus Bulletin 2007–2009 includes the Commission’s “Mark of Affiliation.” We will also include this information on any advertising materials or recruitment materials that note our affiliation with the Higher Learning Com- mission.
  2. IU South Bend clearly and prominently provides our own contact information on advertisements and publications so that students and others know how to reach us. Our campus contact information is easily accessible through the campus bulletin, [university website](http://www.iusb.edu/), admissions materials and website, and other promotional materi- als including advertisements.

Professional Accreditation

The Commission grants general institutional accreditation. Because the Commission accred- its an organization as a whole, it cannot omit from its evaluation any area or program of an organization. However, the organization’s affiliation with the Commission—accredited or candidate status—is not equivalent to specialized accreditation of individual programs.

Institutional accreditation is not automatically affected by the accreditation given or with- held by any particular association, although the Commission does take cognizance of the standards set by professional societies. An organization identifies in its annual report to the Commission any adverse actions taken by professional agencies (Handbook of Accredita- tion, page 8.1–3).

1. Several of IU South Bend’s academic programs hold separate professional accredita- tion. A list of the university programs which are accredited, their accrediting agen-

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cies, and the addresses of those agencies may be found in IU South Bend Campus Bulletin 2007–2009 on page 6. The most recent reports from professional accredit- ing agencies may be found in the Resource Room. No accreditation body has taken adverse action against any of the university’s programs, and all of the professional accreditations are in good standing. All academic programs that do not have sepa- rate professional accreditation are evaluated by an external reviewer(s) every seven years. The schedule for program accreditation, for external program reviews, and for third year program assessment reviews are listed on the Academic Master Plan.

##### Requirements of Institutions Holding Dual Institutional Accreditation

The Commission accredits a small number of organizations that also are affiliated with one or more CHEA recognized or federally recognized institutional accrediting agencies (Hand- book of Accreditation, page 8.1–2).

1. IU South Bend does not hold institutional affiliation with any CHEA recognized or federally recognized institutional accrediting bodies other than the Higher Learning Commission’s North Central Association of Colleges and Universities. Require- ments of institutions holding dual institutional accreditation are not applicable.

##### Institutional Records of Student Complaints

The Commission expects an affiliated organization to provide a comprehensive evaluation team with an organizational account of the student complaints that it has received and their disposition. This account should cover the two years of operation preceding the comprehen- sive evaluation. One manner of accounting is a log that tracks complaints from inception to disposition. The Commission believes that the reporting obligation should focus principally on nontrivial complaints, either academic or non-academic, made formally in writing, signed by a student, and addressed to and submitted to an organizational officer with the responsi- bility to handle the complaint (Handbook of Accreditation, page 8.2–4).

1. Indiana University is in full compliance with the Commission’s expectations for maintaining institutional records of student complaints and their dispositions. The record of student complaints is kept by the Associate Vice Chancellor for Student Services. IU South Bend has long been committed to providing equal opportunity to its academic and work settings and ensuring that its campus is free from dis- crimination and harassment. Although affirmative action and equal opportunity are responsibilities of the entire campus, the Office of Affirmative Action is charged with ensuring the university’s compliance to federal, state, and local affirmative action and equal opportunity laws. The Affirmative Action Office administers and monitors all equal opportunity/affirmative action policies and procedures, including the Americans with Disabilities Act (ADA) and sexual harassment. The Affirmative Action Office maintains confidential records of complaints alleging discrimination or violations of university policy. An accounting of these records and their disposi- tion will be available to the site team for review.

The Registrar’s Office maintains all documents referring to formal grade appeals and the disposition of those appeals.

Records and the dispositions pertaining to violations of the Student Code of Conduct are maintained in the Office of the Associate Vice Chancellor for Student Services. A copy of

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the Student Code of Conduct is in the Resource room. That code outlines student responsi- bilities and the responses to complaints.

# Summary/Conclusion: Challenges and Recommendations for the Future

Core Component 1a: The organization’s mission documents are clear and articulate publicly the organization’s commitments.

For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* The board has adopted statements of mission, values, goals, and organizational pri- orities that together clearly and broadly define the organization’s mission.
* The mission, vision, values and goals documents define the varied internal and ex- ternal constituencies the organization intends to serve.
* The mission documents include a strong commitment to higher academic standards that sustain and advance excellence in higher learning.
* The mission documents state goals for the learning to be achieved by its students.
* The organization regularly evaluates and when appropriate, revises the mission documents.
* The organization makes the mission documents available to the public, particularly to prospective and enrolled students.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* In its mission documents, the organization addresses diversity within the commu- nity values and common purposes it considers fundamental to its mission.
* The mission documents present the organization’s function in a multicultural society.
* The mission documents affirm the organization’s commitment to honor the dignity and worth of individuals.
* The organization’s required codes of belief or expected behavior are congruent with its mission.
* The mission documents provide a basis for the organization’s basic strategies to ad- dress diversity.

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Core Component 1c: Understanding of and support for the mission pervade the organization.

For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* + The goals of the administrative and academic subunits of the organization are con- gruent with the organization’s mission.
  + The organization’s internal constituencies articulate the mission in a consistent manner.

For these examples of evidence, there is still work to be done:

* + The board, administration, faculty, staff, and students understand and support the organization’s mission.
  + The organization’s strategic decisions are mission-driven.
  + The organization’s planning and budgeting priorities flow from and support the mission.

The campus adopted a new mission statement in 2005. While many faculty and staff mem- bers are aware of this change, more could be done to ensure that the new mission is visible and known to all campus constituents. Strategies such as posting the mission statement in key campus locations and making it more visible on our website should accomplish this task. The new mission statement was approved after the campus developed its strategic plan. As the strategic plan undergoes updating over the coming years, the new mission statement will need to be incorporated into campus planning activities.

Core Component 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* + Board policies and practices document the board’s focus on the organization’s mis- sion.
  + The board enables the organization’s chief administrative personnel to exercise ef- fective leadership.
  + People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities.
  + Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes.
  + The organization evaluates its structures and processes regularly and strengthens them as needed.

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For these examples of evidence, there is still work to be done:

* + - The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority.
    - Effective communication facilitates governance processes and activities.

While the campus has made great strides in improving communication, another communi- cation logjam has developed—a break down in the flow of information across the different units of the campus. Decisions and initiatives undertaken by each of the five units of the campus (Academic Affairs, Student Affairs and Enrollment Management, Administrative and Fiscal Affairs, Information Technologies, and Public Affairs and University Advance- ment) often have implications for other units that have not been considered. The campus should explore creating cross-cutting working groups to effect better communication across unit lines; the Campus Leaders Group constituted to deal with a potential budget crisis represents one potential model for such a structure. Another model might be a mid-level manager’s group that would bring people together across units to share information and seek common issues upon which to work.

Core Component 1e: The organization upholds and protects its integrity.

For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* + - The activities of the organization are congruent with its mission.
    - The board exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty.
    - The organization understands and abides by local, state, and federal laws and regu- lations applicable to it (or bylaws and regulations established by federally recog- nized sovereign entities).
    - The organization consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies.
    - The organization’s structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities.
    - The organization deals fairly with its external constituents.
    - The organization presents itself accurately and honestly to the public.
    - The organization documents timely response to complaints and grievances, particu- larly those of students.

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## TOWARD THE FUTURE

The Mission Differentiation Project has broadened faculty and administrative awareness of the links between strategic planning, mission, and budgeting, which promises to make the process more coherent and transparent. The Campus Direction Committee’s work on the Strategic Plan and the continuing attention to defining our mission put the campus in a po- sition to better integrate strategic planning and budgeting, to make the budgeting process better defined and more open. If successful, this will contribute positively to the integrity of the university.

There is a continuing lack of communication between the various campus constituencies (faculty, staff, students). The campus faces continuing issues of transition and succession. In addition to the many administrative turnovers that have occurred, the faculty is poised for large-scale changes, as faculty retirements accelerate. This may result in a loss of accumu- lated knowledge and experience. Nevertheless, the campus has benefited from the “buyer’s market” in many academic fields, having been able to hire strong teaching and research fac- ulty for many years now (after a period of little hiring that ended in the early 1990s). With many of these early- and mid-career faculty increasingly assuming responsibilities and taking on leadership positions in departments and programs across campus, the IU South Bend culture could also be poised for a period of development interwoven with the career arcs of these newer faculty. If, for example, the mission statement’s call for undergraduate research could become a defining trait of the campus, called for by administrators, rewarded in annual evaluations and promotions, identified as a trait of excellence by faculty, engaged in widely by students and valued by local employers, in time a new sense of the campus would take hold among all constituencies. The region would come to see that it was being served by a university having a distinctive excellence rather than some more generic iden- tity. Indeed, if an early- and mid-career faculty of this quality can find the character, not just of their individual careers, but also of the university they are creating together, then the campus will become something particular, not generic. Another way to proceed toward campus character has been and must continue to be through our response to the particulars of our region and our historical moment. Whatever question we use, the process of arriving together at an answer is a chance at distinction. The campus is now mature enough to have this kind of choice, this kind of possibility.

When student housing becomes available, the campus will have the challenge of ensuring that it will be adequate for students and that access to it will be fair and affordable. More profound, though, will be the challenge to create and support a way of life there that en- gages academic tasks while building community and making wise and interesting decisions about the newly residential campus. Having the buildings is an opportunity for creativity as well as a risk; we could risk stretching resources operating an undistinguished residen- tial service. On the other hand, we could involve students, staff, and faculty in the question of what sort of campus life we want, and begin working to create it. In the early years of operating campus housing, we would start graduating students who had been involved in shaping a new sense of the campus. As they go out into the community, they would bring

with them a sense of ownership of and engagement with IU South Bend. To the extent that the housing deepens their connection to the university and its mission, it will be more than a fiscal operation. It will be part of the process of remaking our character together.

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CHAPTER 4

MEETING CRITERION TWO: PLANNING FOR THE FUTURE

CHAPTER 4. MEETING CRITERION TWO: PLANNING FOR THE FUTURE

### ExECUTIVE SUMMARY: A FUTURE-ORIENTED CAMPUS CULTURE

Criterion Two asks institutions to be “future-focused” but equally conscious of the plans and policies that have brought them to this time and place. The major considerations of this chapter are the development of comprehensive strategic planning at IU South Bend, largely stimulated by the previous Higher Learning Commission team visit, but gaining momentum as a vehicle for campus improvement; and the capacity and integrity of IU South Bend to maintain a stable yet flexible fiscal profile at a time of institutional change, budgetary restrictions, and a demand for program accountability. In the face of these chal- lenges, this chapter shows impressive campus progress in both of these areas critical to the campus future.

The chapter contains extensive analyses of the strategic planning initiatives that have focused campus energy since the HLC accreditation report of 2000, mandating IU South Bend to develop a strategic plan by 2005. In the course of developing that plan, the Cam- pus Directions Committee did extensive interviews with major campus constituencies, and prepared a document containing a SWOT analysis that also was used as the prospectus for our search for a new Chancellor. Chancellor Reck arrived prepared to support the strategic- planning effort, which has ensured its use as a living and operative campus directions plan, framing a series of unit plans and creating an environment of planning, assessment, and budget transparency—a work in process on the way to the campus goal: to develop a fully integrated planning/assessment/budgeting process.

The results of administrative leadership with an eye on the future are also described in this chapter. With the hiring of a new Vice Chancellor for Administrative and Fiscal Affairs, campus budgetary policies have been codified and a campus leadership group has been as- sembled to pave the way for a consultative and participatory approach to anticipated budget shortfalls. Budget discussions within each campus unit are also part of this process. Recom- mended in the Strategic Plan, a new Strategic Planning Advisory Council (SPAC) has been organized to monitor progress in implementing strategic plan priorities. The climate of planning has also facilitated other important decisions about the restructuring of academic programs due to be implemented in 2007.

The positive impact of our new Office of Institutional Research is registered in this chap- ter. The many layers of campus planning have also been strengthened through a new desig- nation of institutional peers to serve as a comparison group.

The many planning initiatives set into motion in 2000 and detailed in this chapter are also clearly aligned with the priorities and plans articulated in the campus mission documents developed in the all-university Mission Differentiation Initiative. As this chapter shows, IU South Bend was poised to take advantage of this opportunity to further clarify our future directions as well as our role as a comprehensive public regional university within IU and the state higher educational system.

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1. MEETING CRITERION TWO: PLANNING FOR THE FUTURE

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education and respond to future challenges and opportunities.

Criterion Two speaks to the ability of an institution to envision its future and plan ac- cordingly. This planning process must be mission driven, cognizant of current and future resources, and sensitive to the environment in which it resides. At IU South Bend, planning also reflects a broad consensus about the priorities campus members have set for themselves.

IU South Bend engages in planning on multiple fronts. Planning does not occur in a vacuum; rather, it is shaped by local, global, and economic events and trends. This is demonstrative of the realism inherent in the institution’s planning. However, any planning effort must also be shaped by the realization that institutional goals can only be achieved if the needed resources are available. The university has taken steps to be a wise steward of its resources. IU South Bend is rich in a number of resources while other resources are scarce. Planning efforts must give serious consideration to these facts and use data systematically collected and analyzed to inform decisions about how to allocate limited resources and capitalize on its more plentiful resources. Clearer connections need to be established among assessment outcomes, budget- ary processes, and campus-wide planning priorities. This integration of key institutional processes is necessary in order for IU South Bend to fulfill its ambitious mission.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Core Component 2d: All levels of planning align with the organization’s mission thereby enhancing its capacity to fulfill that mission.

# Planning

## OVERVIEW (2000 TO PRESENT)

Since our self-study and accreditation visit in 2000, IU South Bend has been heavily engaged in strategic planning. Prior to 2000, strategic planning occurred on multiple levels. In 1996, the IU South Bend Academic Senate established the Campus Directions Committee (CDC), with representation from faculty, staff, and administration. Their charge was to analyze the campus future and develop a new mission statement as the first step toward the development of a strategic plan. In 1997, the IU South Bend Academic Senate approved a Mission State- ment that included stated commitments to students, alumni, the community, faculty, and staff. Although priorities and pledges were part of that mission statement, the development of a strategic plan was stalled by lack of clear goals and administrative support. Despite these challenges, recommendations by the CDC for “mission audits” were instituted in 1998.

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Unfortunately, the mission documents proved to be too general in tone to move stated priorities and pledges into action through budgetary decisions. It became very clear that a strategic plan was necessary in order to actualize the mission and establish linkages between the planning and budgetary processes.

In the spring 2001 North Central Accreditation Report, IU South Bend was mandated to develop a strategic plan by 2005. This task was delegated to the Campus Directions Com- mittee. At that same time, Indiana University President Myles Brand asked the CDC to spearhead the search for a new chancellor for the South Bend campus. The CDC led the campus community in an analysis of the institution’s strengths, weaknesses, opportunities, and challenges (SWOT) as well as a campus/community planning forum. Input was sought from faculty, staff, students, community leaders, alumni, and others vested in the university. The report “[*Foundations for the Future: Preparing for New Leadership*](http://www.iusb.edu/~sbcdc/cdc_documents.html)” was submitted to the Chancellor’s Search Committee in late October, 2001.

Returning to its task of developing the strategic plan, the CDC benefited from this in-depth campus and community review. Organizing the strategic plan centered on key priorities identified in the 1997 Mission Statement. The original mission statement contained four priorities that were revised by the CDC and expanded to six. These six priorities that were adopted by the Academic Senate in spring 2001, included:

PRIORITIES FOR COLLEGIATE ATTAINMENT

* Foster Student Learning, Access and Success
* Encourage and Maintain Academic Excellence PRIORITIES FOR CAMPUS-COMMUNITY INTERACTION
* Enhance and Expand Partnerships with the Community
* Heighten the Recognition of Indiana University South Bend’s Resources and Achievements Beyond the Campus

PRIORITIES FOR SOCIETAL ENGAGEMENT

* Enhance Diversity in the Curriculum, Classroom, and Campus
* Reflect and Expand a Global Perspective

Using these priorities as an organizing framework, the present Strategic Plan was devel- oped and written over the next three years. The CDC used the following three planning as- sumptions in crafting the document: a) make our shared values and priorities more explicit and attainable; b) construct a framework for future operational and budgetary planning and decision-making, setting the stage for integrated and continuous strategic planning; and c) provide substantive and strategic directions for comprehensive fiscal planning and resource expansion. It is significant that two of the three principles guiding the committee’s work (b and c) focused on the importance of sound and forward looking fiscal planning as a linchpin to achieving the educational goals of the campus.

In March, 2004, the Academic Senate of IU South Bend endorsed the strategic plan,

[*Gateway to Excellence: Bridge to the Future.*](http://www.chancellor.iusb.edu/strategicplan.shtml)At that time, the CDC recommended a Vision

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Statement to accompany the Mission Statement and Strategic Plan. In order to implement the Strategic Plan, the Campus Directions Committee designed a set of matrices (included in the plan) that outlined the goals and action steps recommended by the CDC. The plan also contained benchmarks for review of progress in meeting these specific objectives, and recommended initiation dates, and in some cases, the duration of the activity. The Higher Learning Commission reviewed a draft of the plan, and recommended that responsibili- ties for implementation be assigned in the program assessment matrix before final submis- sion. This was done by the Chancellor’s Cabinet in summer 2004, and a “Strategic Plan- ning Advisory Council” (SPAC) was recommended as part of the implementation process. The campus has begun to act on the numerous goals specified in these matrices. The next step—actively incorporating the university’s goals into the planning efforts at all levels—is well underway.

## STRATEGIC PLAN 2005–2010

##### Committee Structure

The Campus Directions Committee (CDC), in discussions related to implementation of the strategic plan, recommended creation of a council whose charge would be “continuous monitoring and review” of the strategic plan. The Strategic Planning Advisory Council (SPAC) [formed in fall 2004 per the recommendation of the CDC] held its first meeting in February 2005. The SPAC consists of twenty campus leaders, including representation from administration, faculty, staff, the student body, and the community. It meets three times a year (October, March, and June) to monitor and review progress on the campus

strategic plan and other related campus planning activities (such as the self-study, plans for campus housing, budget issues). The SPAC is a mechanism for continuous review, monitor- ing, and reporting progress so the words of the Strategic Plan are transformed into an action agenda.

The SPAC is not responsible for implementation of strategic planning directives. Implemen- tation responsibilities have been divided up among the various campus units (represented

by the Vice Chancellor for Academic Affairs, the Vice Chancellor for Student Affairs and Enrollment Management, the Vice Chancellor for Administrative and Fiscal Affairs, the Vice Chancellor for Public Affairs and University Advancement, and the Vice Chancellor for Information Technologies). SPAC members monitor, question, and make recommenda- tions for campus actions that are then taken up for consideration by the Chancellor and the Chancellor’s Cabinet.

##### Timeline

At its 28 June 2006 meeting, the SPAC adopted a timeline for the strategic planning cycle (see Table 4.1) that links current plan revisions and the reaccreditation cycle into one seam- less process. The timeline includes environmental scanning, review of the campus Strategic Plan metrics, and SWOT analysis for plan revision. With the adoption of this timeline, the campus has committed itself to a regular schedule of data collection, analysis, and review for decision-making purposes. The budget for the campus is allocated through the state leg- islature on a two year, biennial cycle. The next step will be to integrate the annual and bien- nial development of the campus operating budget into the longer-range planning calendar so that the two systems can function as one.

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|  | **Year** | **Planning Action** |
| 2005 | Strategic Plan completed |
| 2006 | Self-Study working papers completed |
| 2007 | HLC Self-Study and campus visit completed (Fall) |
| 2008 & 2009 | Environmental Scan, Review of Strategic Plan Metrics and  Campus SWOT Analysis to revise strategic plan |
| 2010 | Strategic Plan revised and accepted |
| 2012 | Environmental Scan update |
| 2014 | Environmental Scan update |
| 2015 & 2016 | Begin Self-study process; and environmental scan, SWOT  analysis & revision of strategic plan |
| Table 4.1: Strategic Planning Calendar for IU South Bend, 2005-2017 (Source: Strategic Planning Advisory Council) |
| 2017 | HLC Self-study and visit completed; Strategic plan revised  and accepted |
| Annually | Update of Strategic Plan Analysis and Metrics |

With the adoption of a regular strategic planning cycle, it has become clear that there remains a role for the Campus Directions Committee in the actual work of environmental scanning, SWOT analysis, preparing future strategic plan revisions, and leading future ac- creditation self-study processes. A recommendation to have the Campus Directions Com- mittee continue its work in these areas, under the oversight of the Strategic Planning Advi- sory Council, has been approved by the Chancellor and the Chancellor’s Cabinet. Since the Campus Directions Committee also remains a standing committee of the IU South Bend Academic Senate, its future role and responsibilities are also under review by the Academic Senate Executive Committee.

## RELATIONSHIP TO COLLEGE AND UNIT PLANNING

The Chancellor and the campus community are committed to the implementation of the Strategic Plan. The Chancellor and Vice Chancellor for Academic Affairs have incorporated the six campus priorities in their annual reports. Additionally, all Vice Chancellors and each campus unit have developed their own [Divisional Three Year Plans](http://www.chancellor.iusb.edu/strategicplan.shtml) derived from the larger campus Strategic Plan. Therefore, the basic idea that planning must drive key decisions is becoming ingrained within our institution.

The Strategic Plan does not focus directly on specific directions for faculty expansion or program growth or dissolution. The [Academic Master Plan](http://www.iusb.edu/~sbassess/acamaspl.pdf) identifies new academic pro- grams as well as the cycle for academic assessment reviews, external program reviews, and accreditation reviews. The next step is to develop policies and procedures for the academic unit initiation of new degrees. The Strategic Plan does provide some guidelines for a suggested mechanism for reviewing program growth or dissolution. There are questions regarding whether or not program planning is currently adequately informed by data.

Although coordinated planning is beginning to take place at IU South Bend, linking plan- ning and budgeting processes proves to be one of our greatest challenges. As with any university, this challenge is thrown into greater relief when budgets are lean.

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## EVALUATION OF THE PROCESS

Mechanisms for implementation of and accountability for strategic planning goals must be in place in order for connections to be articulated between the Strategic Plan, the budgetary process, and institutional assessment. Presently, the process of developing such mechanisms is being led by campus administrators, working to integrate assessment outcomes with budget decisions, but work remains to be done. The first attempt to establish these con- nections between the mission and identified campus priorities came in 1998 when the CDC recommended that “mission audits” be a part of the budget process. It quickly became ap- parent that almost any budgetary request could be made to fit under the broad mission and campus priorities. In the February, 2003, proposal entitled [*Academic Enhancement Indiana*](http://www.chancellor.iusb.edu/img/aep.pdf) [*University South Bend*](http://www.chancellor.iusb.edu/img/aep.pdf), yearly Commitment to Excellence dollar amounts were assigned to key goals listed under each strategic plan priority. The goals included: reduction of depen- dence on part-time faculty, increases in student retention, improved electronic library access, promotion of diversity, promotion of institutional research, and enhancement of instruc- tion. Years one through four are laid out with “year 7 and beyond” grouped into one dollar amount. The Strategic Plan itself did not assign dollar amounts nor does it identify sources of funding for stated priorities and goals. Many of the recommendations of the plan itself were structured to take into account the scarcity of new funding on the campus and were instead efforts to better utilize resources already in place.

Advances in attaining the goal of integrated decision-making are already apparent. In order to better align the Strategic Plan with the budget process, the Chancellor designates a particular focus drawn from the plan for each year’s budget allocations. In the spring of 2006, the Vice Chancellor for Administrative and Fiscal Affairs began to collect in written

form campus procedures regarding budget development. This initial effort to formalize what had been largely unwritten, traditional practice grew as the Chancellor seized this opportu- nity to improve the campus budget process. After discussions with her cabinet, the academic deans, the Academic Senate Budget Committee, and the Academic Senate Executive Com- mittee, a [budget policy](http://www.chancellor.iusb.edu/BudgetPolicyManual.pdf) was formally presented on 1 August 2006. As the Chancellor noted in her [letter](http://www.chancellor.iusb.edu/BudgetPolicyLetter.pdf) to the campus community, “It is our hope that the new budget policy and forms will result in more effective and efficient use of our limited operating funds as well as more alignment with our campus strategic plan, *Gateway to Excellence, Bridge to the Future*.” The new policy specifically requires units to justify requests for new funding by detailing how the request will support the campus planning goals as well as the annual budget focus out- lined by the Chancellor.

One recent test of the campus commitment to planning has been the identification of an ex- pected budget shortfall for the next biennial budget (2007–08 to 2008–09). In the past, the campus has dealt with such situations by cobbling together temporary adjustments to get the campus through. The Chancellor, in line with the new planning emphasis for the cam- pus, is determined that this time the campus will develop a process to bring the budget to greater stability and flexibility. To that end, she brought together a Campus Leaders Group (Vice Chancellors, Deans, faculty representatives from the Senate Executive Committee, the Senate Budget Committee, and the HLC Self-Study Committee, and representatives of the Biweekly and Professional Staff Councils and the AFSME Union) for candid discussions about budget shortfalls. From those conversations, she has created the Budget Adjustment Working Group charged with formulating recommendations for campus budget adjust-

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ments that reflect the priorities of the strategic plan. Specific principles for their operation include protecting the core campus mission of teaching, research/scholarship, and service, no negative impact on essential services, and open communication. The working group is empowered to collect data from all campus units about their operations and how they would respond to a two percent or five percent decrease or increase in their budgets. Their advi- sory report is due to the Chancellor on 13 November 2007. Their recommendations will be reviewed by the Campus Leaders Group to ensure that any major budget readjustments that occur have been thoroughly discussed with all the relevant campus units.

## MONITORING THE STRATEGIC PLAN: DATA GATHERING AND ANALYSIS

Various forms of data need to be translated and communicated to appropriate parties for planning and decision-making. The IU South Bend [*Strategic Planning Metrics*](http://www.iusb.edu/~iusboir/Strategic%20Planning%20Metrics%202005%20ver1.pdf)fact book, to be published annually as an update for the Strategic Planning Advisory Council and the campus, was first distributed by the Office of Institutional Research in late fall 2005. This document is divided into three main sections: student demographic information, faculty demographic information, and educational program information. Much of this information was already available through other reporting mechanisms but some of the metrics rep- resent items for which data was not readily available. The Office of Institutional Research has worked to put in place a process for collecting all the needed information. The Strategic Planning Metrics fact book also included data from the 2005 administration of the National Survey for Student Engagement (NSSE) and the Faculty Survey for Student Engagement (FSSE). Administration of these key assessment tools, was a major milestone for the univer- sity, and is a reflection of the university’s commitment to environmental scanning. Future challenges hinge on finding avenues through which to funnel the data, ensuring that campus decisions are data driven. The publishing of this data is an excellent step toward more effec- tive and thorough environmental scanning.

## ADDITIONAL CAMPUS PLANNING EFFORTS

Chapter 3 detailed the planning that went into the campus response to the Mission Differ- entiation Initiative launched by IU President Adam Herbert. Through an intensive group process involving faculty, administrators, and key community constituents, IU South Bend responded to six questions posed by the initiative. The campus was asked to consider, for example, whether admissions standards should be altered, whether the campus was offering the right levels and mix of degrees, what role remedial offerings should play, and how cam- pus research expectations meshed with our campus mission. The campus was also instruct- ed to specify four areas of distinctiveness. Our choices, after much discussion, were distinc- tiveness in faculty/student collaboration, in enhancing diversity and a global perspective, in the arts, and in nursing and health professions.

The need for a practical enrollment management plan detailing mechanisms for achieving enrollment goals was noted as a concern in the 2000 self-study team report. Implementa- tion of an enrollment management plan is listed as a key goal in the strategic plan and has been given top priority by Chancellor Reck. In fall 2003, consultant James F. Gyure, issued a report, [*Developing an Enrollment Management Model at Indiana University South Bend*](http://www.chancellor.iusb.edu/enrollmentreport.pdf)and the Chancellor convened the IU South Bend Enrollment Planning Advisory Committee. The

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committee serves in an on-going advisory capacity, charged with examining all the factors needed to sustain enrollment growth and increase retention of students.

Evidence of environmental scanning is present in the process undertaken by the enroll- ment advisory committee in order to develop a plan. First, current student data was exam- ined in order to better understand who IU South Bend students are and why they select our university. Second, retention rates and cohort data were examined in order to determine which students are likely to persist. Third, past enrollment data and current demographic and political trends were examined. Finally, a SWOT analysis of the university was per- formed to assist in identifying targets and strategies for enrollment management goals.

The [*Enrollment Management Plan*](http://www.chancellor.iusb.edu/enrollment-plan.pdf)was finalized in February 2005. This plan has six goals denoting specific enrollment targets and strategies: 1) Increase the percentage of higher ability undergraduate students; 2) Increase the number of students starting at IU South Bend for the first time; 3) Increase the number of new international students; 4) Increase the percent of new underrepresented students; 5) Increase the retention of students; 6) Increase full-time enrollment and decrease time to degree. Further discussion of this plan and its implementation can be found in [*Chapter 5. Meeting Criterion Three: Student Learning*](#_bookmark12) [*and Effective Teaching*.](#_bookmark12)

## PLANNING AND EMERGING FACTORS

##### Technology

In order to foster student learning, access, and success IU South Bend has always been responsive to technological change and innovation. Campus planning reflects this fact. Equipping and improving all classrooms, laboratories, and studios is listed as a key action item under the goal of improving the student learning environment in the strategic plan. The South Bend campus is the only IU campus with smart-desk technology in every general use classroom. IU South Bend was also the first to have broad wireless coverage on campus. Currently the campus is exploring integrating various forms of audio and video web casting into courses and other aspects of campus life.

Instructional technology (IT) Services at IU South Bend are shaped by the structures of the IU network. This network relies on Microsoft and uses central authentication that is managed at IU Bloomington. While our campus has some control over our technology apart from the IU system, it is not always possible, nor desirable, for the campus to pursue its own independent path. By purchasing for all IU campuses, the central system has been able to achieve significant cost reductions or other purchasing benefits for faculty, staff, and

students. Whenever possible, the campus has retained control over services (such as our web site) that are best handled locally.

##### Demographics

Demographic data suggests that recruitment pools for traditional aged students will remain steady in St. Joseph County and the surrounding area for at least the next few years, after three years of growth. The National Center for Education Statistics (NCES) predicted strong growth in graduating high school seniors in the state of Indiana from 2005-2007.

Those three years of growth would be followed by a steady graduating class in Indiana of 60,000 to 61,000 seniors per year from 2008 to 2011. Due to the changing student mix at IU South Bend (more traditional age, full-time students), planning efforts have been focused

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on a plan for “campus life” that involves campus residential housing, residential activities, and fitness and sports programs.

Southwest Michigan proves fertile ground for recruitment of students. However, the higher cost of IU South Bend’s out-of-state tuition is a major stumbling block to recruitment of these students. Despite costs, the university is making strides in this area. The [Spring 2006](http://www.iusb.edu/~iusboir/4062_Enrl%20Sum_Spring%2006.pdf)  [enrollment summary](http://www.iusb.edu/~iusboir/4062_Enrl%20Sum_Spring%2006.pdf) states that non-resident enrollment increased 7.6 percent compared to spring 2005. In [spring 2007](http://www.iusb.edu/~iusboir/Enrollment/Summaries/Enrollment%20Summary%20Report%204072.pdf), non-residential students comprised 6.6 percent of the student body. Over two years, the number of non-international, out-of-state students increased from eighty-two to 214 to 256, with many of these new students coming from recruiting and targeted scholarships (the Chancellor’s Merit Awards) designated for out-of-state students. Additional targeted scholarships and reduced out-of-state tuition for students in bordering counties would make IU South Bend much more competitive in this market.

Although IU South Bend has seen a shift from the non-traditional to the more traditional age student in the past decade, there is an expectation nationally that the number of en- rolled students in their late twenties will increase sharply in the years to come (Projections of Education Statistics to 2015, National Center for Education Statistics, September 2006,

p. 54). Therefore, IU South Bend must be poised to continue efforts in the area of recruit- ing life-long learners of a non-traditional age. Campus planning efforts, particularly those geared to enrollment management, must take this shift into account.

##### Program Growth

The [Academic Master Plan](http://www.iusb.edu/~sbassess/acamaspl.pdf) demonstrates evidence of planning for program expansion. The Academic Master Plan links to the Strategic Plan in relation to undergraduate and gradu- ate program planning. Ideally, the campus would have the flexibility to develop new degrees and programs based on the needs of the community we serve. In reality, program develop- ment at IU South Bend is constrained by the larger process through which the campus must go in order to get new degrees and new programs approved. After receiving approval of

the relevant curriculum committees on our campus (pertinent unit committee and Aca- demic Senate Committee), all requests for new degrees or majors are routed for approval by the Academic Leadership Council consisting of academic officers on all eight of Indiana University’s campuses and the Indiana University Board of Trustees. Then they must be approved by the Indiana Commission for Higher Education (ICHE). The state Commission has its own vision of what regional universities should be offering and that vision often conflicts with the campus’s vision of what it should be providing to our community. Limi- tations may also be imposed by system-wide schools. The recent Indiana University deci- sion (April 2007) to disband system-wide schools and free regional universities to develop their own relationships with core schools (such as Nursing and the School of Public and Environmental Affairs) has opened up new possibilities for the development of degrees and programs on the South Bend campus.

##### Diversity

IU South Bend recognizes the importance of providing full and equal educational oppor- tunity to diverse racial and ethnic groups and the educational importance of exposure to varied cultural perspectives. The Strategic Plan set as a priority “enhancing diversity in the curriculum, classroom, and campus.” Within this priority are four goals:

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* + 1. develop a comprehensive plan to enhance diversity efforts and outcomes at IU South Bend;
    2. enhance diversity of student body, staff, and faculty;
    3. promote a more inclusive campus; and
    4. enhance retention, leadership, and academic achievement of IU South Bend students in underrepresented groups.

The Office of Campus Diversity has been in existence for over a dozen years and has ar- ranged an impressive array of diversity programming for the campus during that time period, including the nationally-recognized “Conversations on Race.” IU South Bend has be- gun to focus on direct recruitment of minority students. The campus now funds the position of Hispanic enhancement recruiter/advisor. The recruiter identifies academically promising Latino students and encourages them to apply to IU South Bend. Efforts at minority recruit- ment have met with some success: in spring 2006, 11.7 percent of the student body identi- fied themselves as a member of a minority group, up from 9.1 percent fall semester, 1999.

IU South Bend’s commitment to enhancing diversity in the classroom is evidenced in many ways across campus. The new General Education Program requires all undergraduates to complete one course in the area of “Diversity in U.S. Society” as part of the Contempo- rary Social Values portion of the curriculum. The 2006–07 campus theme, “Diversity and Dialogue,” offered campus members the opportunity to engage in difficult dialogue and to take individual and collective responsibility in relation to the challenges of social, global, and biological diversity. The Civil Rights Heritage Center, conceived by IU South Bend students, uses the civil rights movement as living history to promote a better understand- ing of individual responsibility, race relations, social change, and minority achievement. The Summer Leadership Academy affords minority high school juniors and graduating seniors the opportunity to earn high school or college English credit while exploring civil rights issues and traveling to local civil rights sites. The Academic Cohorts program provides aca- demic and social support by connecting underrepresented IU South Bend students to peers, faculty and staff, and community mentors. The university reaches out to underrepresented high school students through two unique programs. Step One is a teen leadership program for underrepresented high school students that helps them develop life skills and prepare for college. The university also reaches out to the campus and community through the Midwest Black Man’s Think Tank, the annual Conversations on Race, campus table talk sessions, town hall meetings, and lectures offered by the Office of Campus Diversity.

##### Global Perspective

IU South Bend is the only IU regional university with developed international study abroad programs. Students have studied in Jamaica, Belize, Mexico, Costa Rica, various countries in Europe, and South Africa. The university has been the model for others in the IU sys- tem. The success of IU South Bend’s programs has not been given enough publicity. These types of programs could be a selling feature for the university. However, expanded financial support to increase student participation in study abroad programs is needed. It is also im- portant to continue working very closely with the international programs’ office in Bloom- ington; they have the history and knowledge relative to program development critical to a program’s success.

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Within the global perspective priority of the campus strategic plan, there are five goals:

* + - 1. internationalize the curriculum,
      2. enhance students’ global awareness and international experience,
      3. increase campus commitments to international students,
      4. support faculty engagement in international activities, and
      5. foster international connections with the community and region.

The new General Education Program requires all undergraduates to complete one course in the area of “Non-western Cultures” as part of the Contemporary Social Values portion of the curriculum. The Enrollment Management Plan has listed increasing the number of international students as one of its six major goals. We have well over 200 international, undergraduate and graduate students from over sixty countries.

IU South Bend has many strengths in terms of its international resources: a faculty with international interests and expertise, an international student services office with a director, associate director, and secretary, a Director of International Programs drawn from the fac- ulty, the Jordan International Center (the only international center on a regional campus), and study abroad programs and exchanges. There is also an international advisory council of community leaders who assist with connections and financial support and a faculty advi- sory committee to assist the Director of International Programs.

One mechanism for enhancing global awareness is for students to pursue course work in international studies. IU South Bend students can obtain a minor in international studies, an international studies certificate, and minors in Latin American or European studies. Since 2000, eighty-five students have completed the international studies certificate and twenty- five students have graduated with the minor in international studies since its approval in 2004.

## CORE VALUES AND HERITAGE

Much of the growth of IU South Bend is due in part to its responsiveness to the education- al needs of the community. For example, when Memorial Hospital of South Bend closed their 3-year diploma nursing program, graduating their last class in spring, 1988, IU South Bend responded by opening their generic baccalaureate nursing program in the fall semes- ter of that year. Currently, a master’s degree in nursing has been approved by the IU Board of Trustees and awaits approval by the Indiana Commission for Higher Education, due in large part to overwhelming community support and assessed need. In response to com- munity and constituent demands, IU South Bend has developed master’s degree programs in education, music, business, social work, English, liberal studies, applied mathematics and computer science, and public administration.

IU South Bend also has a strong connection with the Elkhart community. The construc- tion of a permanent home for the IU South Bend Elkhart Center in downtown Elkhart is evidence of the continued commitment to meeting the needs of our community for quality education. The two-story classroom facility was constructed entirely with private funds.

IU South Bend is matching community support by contributing funding for the building’s classroom furnishings and science equipment. As cautioned in the Fall 2000 self-study

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report, IU South Bend, in being responsive to the needs of the Elkhart community, must proceed cautiously to prevent splintering services.

IU South Bend has a strong history of partnerships with institutions offering A.A. and A.S. degrees. Articulation agreements with Ivy Tech Community College of Indiana and other area two-year institutions enable students to complete their baccalaureate degrees. The core transfer library and the [web site](http://www.transferIN.net/) listing statewide transfer agreements and course equiva- lencies are new initiatives that will make these articulations of greater value to students.

For example, when the web site is fully implemented in fall 2007, all public universities and colleges in Indiana will be linked. (See further discussion in [*Chapter 7. Meeting Criterion Five:*](#_bookmark33)[*Engagement and Service*.)](#_bookmark33)

Since the last HLC visit, IU South Bend has also become more deeply engaged in institu- tional research in order to gather and analyze meaningful data and learn from the constitu- encies we serve. In their work to develop an enrollment management plan for the campus, the Enrollment Management Advisory Committee investigated why students select IU South Bend. They drew their information from a number of sources: the Fall 2003 New Student Orientation phone survey, the Summer School Marketing Survey in 2001, the 2001 Carnegie Image Report, the enrollment management consultant report, and academic assessment activities. Their conclusions speak to the essence of our institution. Students

surveyed in these reports selected IU South Bend because it is closer to home, lower in cost, convenient, and has a reputation for quality programs and faculty. The committee further noted that students, community leaders, parents, and counselors view IU South Bend as the best that can be found in commuting distance, academically challenging, more personal (stu- dent to faculty ratio of 14:1), more diverse, and safer. With the addition of student housing, IU South Bend can now be the first-choice institution for more potential students who seek a residential university experience.

Core Component 2b: The organization’s resource base supports its educational programs and its plans for maintaining

and strengthening their quality in the future.

# Resources

Before providing examples of evidence detailing our sound financial foundation, it is impor- tant to understand IU South Bend’s budgetary relationship with the Indiana University sys- tem as a whole. While IU South Bend has some budgetary discretion over how to allocate its financial resources, the campus is somewhat constrained by the dictates of the Indiana University system. The Indiana University Budget Office is involved in the campus budget in the following ways:

1. Review and approval of fees. Tuition and all major fees are reviewed by the Univer- sity Administration and submitted to the Board of Trustees for approval. The Uni- versity Budget Office then communicates to all campuses what tuition rate increase percentages they are allowed to use.

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1. University Assessments. University Administration represents centralized admin- istrative functions that serve all campuses. This centralized function is funded by budget assessments to all of the campuses. The University Budget Office informs campuses of the amounts of increases in university assessments. These assessments support university administration overall and some specific university-wide initia- tives including pooled benefits, early retirement, Microsoft agreement, fee courtesy, tech initiatives, Faculty Colloquium on Excellence in Teaching (FACET), student loan collection and other university initiatives.
2. Communication of budgetary items affecting all campuses. The University Budget Office notifies campuses of the new fringe benefit rates to be used in establishing campus budgets for each fiscal year. The University Budget Office also communi- cates the salary guidelines as determined by the President in consultation with the Board of Trustees.
3. Review of Campus Budgets. The review determines if campuses followed all Uni- versity guidelines and extracts data from campus budgets for reporting campus budget data to the Board of Trustees for overall approval of campus budgets and salary increases.
4. Maintenance of the electronic budget system. The University Budget Office per- forms the final load of the budget module into the accounting system for use in the new fiscal year.
5. Responsibility for university-wide budget policies. The University Budget Office is involved in establishing budget policies such as the minimum budget reserve policy. Each campus, other than Bloomington, is required to maintain an uncommitted general fund year-end reserve equal to at least three percent of budgeted general fund income. Policies also include requirements for correcting account deficits.

The reserve requirement grows as the campus budget grows. This reserve provides the campus with flexibility in the event of unexpected enrollment shortfalls or other financial exigencies. At the same time, budgetary rules require a regional university to restore the minimum reserve amount of three percent should it drop below this minimum.

### REVENUES AND ExPENDITURES

There are a number of metrics that can be used to demonstrate IU South Bend’s financial condition. The metrics reported to the Higher Learning Commission on an annual basis are those of Indiana University as a whole, not of the individual campuses. Table 4.2 reports

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Financial Ratios** | **Calculation** | **CFI** |
| Viability Ratio | 2.414 | .68 |
| Primary Reserve Ratio | 0.62 | .54 |
| Net Operating Revenues Ratio | 0.044 | .11 |
| Return on Net Assets Ratio | 0.09 | .30 |
| Table 4.2: Selected financial strength metrics and bond rating for  Indiana University (Source: 2006  HLC Annual report) |
| Composite Financial Indicator Score |  | 1.6 |
| Moody’s Bond Rating | Aa2 |  |
| Standard and Poor’s Bond Rating | AA |  |

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some of the more important benchmarks used to assess financial health and result in Indi- ana University’s “high quality” bond rating as given by Moody’s and Standard and Poor.

Taken together, the financial metrics and the outside judgment of bond rating agencies clearly demonstrate that Indiana University as the parent organization is financially sound.

##### State Appropriations, Tuition and Fees

In the last six years IU South Bend’s general fund budget has increased 32 percent from

44.0 M$ (2000–01) to 58.1M$ (2006–07). During this same period, state appropriations only rose 13.4 percent. In general, the shortfall in state revenue was made up by increases in student tuition and fees that rose 54.9 percent since 2000–01 (Figure 4.1).

Figure 4.1: Summary of IU South Bend revenues by source (Source: IU White Budget books)

00-01 01-02 02-03 03-04 04-05 05-06 06-07

60

50

40

30

20

10

0

Total Revenue by Source

Other Income Student Fees

State Appropriation

Revenue (Million $)

As can be seen in Figure 4.2, state appropriation as a portion of total budget has fallen from

56.7 percent (2000–01) to 50 percent (2006–07). During this same period, student tuition and fees rose from 40.7% of the total budget in 2000–01 to 48.9 percent in 2006–07.

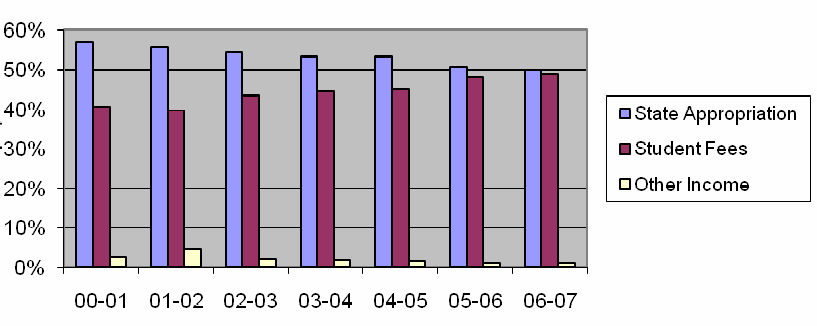


Figure 4.2: Summary of IU South Bend revenue sources as a percentage of total revenues (Source: IU White Budget books)

Revenue Sources by % of Total

Portion % of Total Revenue (%)

In March 2006, IU South Bend completed a peer institution selection process. While IU South Bend is in the middle of its peer group in terms of student enrollment, our total operating budget ranks near the bottom of the peer group (Figure 4.3).

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Figure 4.3: Operating Budget at IU South Bend, Peer Institutions, and Aspirational Median. (Source: IU South Bend Peer In- stitution Selection and Analysis Report, p. 15, 4

May 2006)

135

Aspirational median

62

59

58

55

52

48

42

Emperoria State University Nicholls State University Auburn University Montgomery Columbus State University

IU South Bend Augusta State University

IU Southeast

78

Salem State College

88

IU- Purdue University Ft. Wayne

123

120

Southeastern Lousisana University

Northern Kentucky University

150

100

50

0

Operating Expenditure (Million $)

In addition, as is evident from Figure 4.4, IU South Bend is slightly more revenue depen- dent on tuition and fees relative to state appropriations than others in the peer group.

Tuition and Fees/Total Operating Expenditure (%)

0% 10% 20% 30% 40% 50% 60%

Figure 4.4: Tuition and fees as percentage of total budget at IU South Bend, peer institutions, and aspirational median. (Source: IU South Bend Peer Institution Selection and Analysis Report, p. 15, 4 May

2006)

Northern Kentucky University IU- Purdue University Ft. Wayne Southeastern Lousisana University

Salem State College IU South Bend

Auburn University Montgomery

IU Southeast Nicholls State University Emperoria State University Columbus State University Augusta State University Aspirational median

53%

49%

46%

46%

45%

44%

42%

39%

34%

33%

32%

50%

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## CONTRACTS, GRANTS, AND PRIVATE GIVING

Other sources of revenue include endowments, private donations, grants and contracts. Figures 4.5 and 4.6 summarize IU South Bend’s efforts in these areas over the last six years. Figure 4.5, which shows the history of private donations to the IU Foundation for the South Bend campus, does not include $4.0 million raised to fund the IU South Bend-Elkhart Center. Tax deductible donations for the Elkhart Center were made to the Elkhart County Community Foundation. The Elkhart County Community Foundation used the funds to build the university center and presented the completed building as a gift to Indiana Univer- sity on 30 August 2007.

Figure 4.5: Private Donations to IU Foundation for IU South Bend, 2000-2006 (Source: IU South Bend Development Office)

2004 2005 2006

2003

Year

2000 2001 2002

1,200

1,000

800

600

400

200

0

$ (Thousand)

Figure 4.6 shows the history of growth of the campus’s endowment funds over this same time period.

Figure 4.6: IU South Bend Endowment Fund Growth, 2000-2006 (Source: IU South Bend

Development Office)

2006

2005

2004

2003

Year

2002

2001

2000

12

10

8

6

4

2

0

$ (Million)

In 2003, the Office of Public Affairs and University Advancement was established with the hiring of its Vice Chancellor. This office is responsible for public accountability, marketing and fund raising. Together with the newly created Institutional Research office, they are successfully enhancing IU South Bend’s presentations of institutional progress, expanding

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the base of community stakeholders, and the campus’s effectiveness in generating fiscal sup- port. Because of the Development Office’s success in increasing planned giving to the IU Foundation on the South Bend campus, the Indiana University Foundation agreed in spring 2007 to fund an additional development position for the campus on a year to year basis.

Since 2000, the [Office of Development](http://www.iusb.edu/~dvlpmnt/) at IU South Bend had three different directors with a fourth hired in July 2007. The initial lack of continuity resulted in an inability to gain the trust of local donors. With the hiring of a new Director in 2003, the Office of Develop- ment embarked on a new, more assertive campaign to solicit private giving to the university. Yearly quotas were established by the Indiana University Foundation which was contribut- ing part of the salary for the IU South Bend director. As Figure 4.5 indicates, the campus saw an increase in giving in 2003 of almost $400,000 and annual giving amounts have remained at or near the 2003 level in the succeeding years.

The Development Office launched the “Campaign for Indiana University South Bend” in 2000 with the goal of raising five million dollars for facilities improvements, faculty endow- ments, and student scholarships. The Campaign ended in 2005 after raising $5.3 million,

105.9 percent of its goal. A specific breakdown of campaign fund areas and amounts raised are shown in Table 4.3.

|  |  |  |
| --- | --- | --- |
|  | **Purpose of Gift** | **Amount Raised** |
| Student Financial Aid | $1,507,666 |
| Academic Divisions | $1,059,040 |
| Other Restricted | $1,551,056 |
| Property Buildings and Equipment | $78,204 |
| Table 4.3: Summary of categorical giving from the 2000-2005 Campaign for  Indiana University South Bend  (Source: IU South Bend Development Office) |
| Library | $31,478 |
| Unrestricted | $1,900 |
| Non-Governmental Grants | $1,063,931 |

As laid out in the [Development Unit’s Three-Year Strategic Plan](http://www.chancellor.iusb.edu/divisional/3yrStrategicPlan-Marketing-b.pdf), the Office of Public Af- fairs and University Advancement intends to raise funds to refurbish the Administration Building, expand the Chancellor’s 100 Club (100 donors of $1000 each), enhance scholar- ship support for merit, study abroad, and international students, and grow the IU South Bend endowment from $6 million to $9 million. The groundwork has been established to expand the external donor base. The Office of Development began an employee annual giving campaign, the “Campus Campaign,” that raised $14,500 in 2006 (triple the goal for the first year), and $27,807 for 2007 (68.5 percent more than the target). The Alumni have started the Titan 250 Campaign with the goal to raise a $1,000,000 endowment in incre- ments of $4,000 from 250 people for athletic scholarships. (Other Alumni Scholarship initiatives are discussed in [Chapter 7, Criterion Five](#_bookmark30)).

When compared to peer institutions (Figures 4.7 and 4.8), it is clear that IU South Bend must make a concerted effort to improve its revenue stream from grants and contracts. Af- ter many years of relative inactivity in this area, a new Associate Vice-Chancellor of Grad- uate Programs and Sponsored Research was hired in August 2004 and has been aggres- sively pursuing new funding opportunities for the campus. Monies received from externally

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funded research have increased from a total of $1,425,697 for the years 2000–01 to 2005–06 to a little over $1 million for the year 2006–07. In addition, the campus has begun the process to be competitive in applying for large federal grant monies through Title 3, NEH, NEA, and FIPSE, with five different applications made over the last two years (although none were successful), and another four applications in process for 2006–07 and 2007–08.

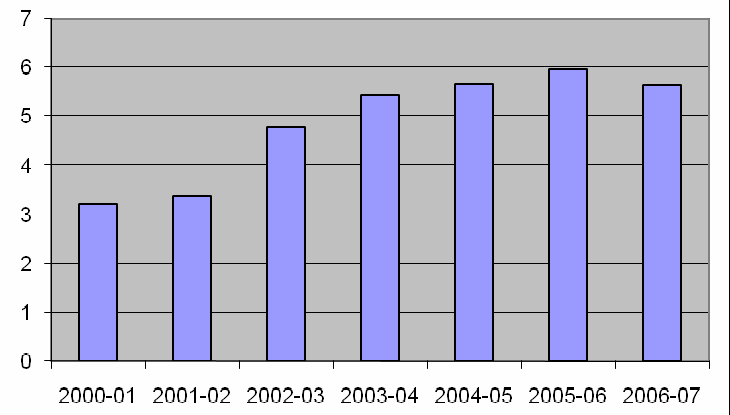


Figure 4.7: Federal, State, and Local/Private Contract and Grant Revenues,

2000-2007 (Source: IPEDS,

Office of Research, IU South Bend)

Year

$ (Millions)

Percent revenue from grants and contracts (%)

0% 5% 10% 15%

20%

25%

Auburn University Montgomery

22%

Southeastern Lousisana University 18%

Salem State College Emperoria State University Augusta State University

Columbus State University

16%

15%

15%

15%

IU- Purdue University Ft. Wayne

IU Southeast Nicholls State University Northern Kentucky University

IU South Bend

Aspirational median

12%

11%

10%

10%

9%

11%

Figure 4.8: Percent of Operating Budget Generated from Grants and Contracts at IU South Bend,

Peer Institutions, and Aspirational Median, 2003-04

(Source: IU South Bend Peer Institution Selection and Analysis Report, p. 15, 4 May 2006)

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Percent Revenue from Grants and Contracts (%)

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##### Expenditures

Despite declining support from the state, IU South Bend has so far been able to maintain the academic integrity of its programs by being a wise steward of its resources although decreases in the Academic budget are beginning to be felt (Table 4.4).

Campus efforts to protect academic programs from the negative impact of restricted bud- gets have largely been successful, although Academic Affairs’ share of the campus operating budget has fallen by approximately 3 percent since 2000–01. While some other units also experienced cuts over the last six years, External Affairs, the Library, and Student Services have remained relatively stable. Academic Support budgets and Physical Plant budgets have seen an increase while Computer Services, General Administration and Administrative Af- fairs budgets have all seen slight decreases.

Looked at in a different way, by comparing our operating expenses per student FTE with our peers (Figure 4.9), IU South Bend is slightly below the median of its peer group.

Figure 4.9: Operat- ing Expenses per Student FTE at IU South Bend, Peer Institutions,

and Aspirational Median, 2003-04 (Source: IU South Bend Peer Institu- tion Selection

and Analysis Re- port, p. 15, 4 May

2006)

12.9

Aspirational median

9

8.9

IU Southeast

Southeastern Lousisana University

11

10.6

10.5

9.9

9.5

9.4

9.3

Northern Kentucky University

Salem State College IU- Purdue University Ft. Wayne

IU South Bend Augusta State University Columbus State University

Nicholls State University

13

12.3

Auburn University Montgomery

Emperoria State University

14

12

10

Operating Expense/FTE (Thousands)

0 2 4 6 8

IU South Bend has “put its money where its mouth is” when it comes to teaching and learning. The campus ranked second in the peer group in 2003–04. That year, the latest for which comparison data are available, IU South Bend spent nearly 56 percent of its budget on instruction, research, and service (Figure 4.10).

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|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **00–01** | | **01–02** | | **02–03** | |
|  | **$$\*** | **%** | **$$\*** | **%** | **$$\*** | **%** |
| **Acad.** | $23.0 | 52.3% | $24.3 | 51.0% | $25.9 | 52.7% |
| **Acad support** | $1.6 | 3.6% | $2.9 | 6.1% | $1.3 | 2.7% |
| **Comp services** | $2.1 | 4.8% | $2.2 | 4.6% | $2.1 | 4.3% |
| **Library** | $1.8 | 4.1% | $1.8 | 3.8% | $1.8 | 3.8% |
| **Student serv** | $2.8 | 6.4% | $1.3 | 2.7% | $3.1 | 6.3% |
| **General Admin** | $1.0 | 2.3% | $1.8 | 3.7% | $0.7 | 1.4% |
| **Admin Affairs** | $0.9 | 2.0% | $0.9 | 1.8% | $2.1 | 4.3% |
| **Ext Affairs** | $0.8 | 1.8% | $0.9 | 1.9% | $0.9 | 1.9% |
| **Phys Plant** | $3.9 | 8.9% | $4.5 | 9.4% | $4.4 | 8.9% |
| **Univ tax** | $1.8 | 4.1% | $1.8 | 3.9% | $1.8 | 3.8% |
| **Debt service** | $4.3 | 9.8% | $5.3 | 11.2% | $4.9 | 9.9% |
| **Total** | $44.0 | 100.00% | $47.7 | 100.00% | $49.0 | 100.00% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **03–04** | | **04–05** | | **05–06** | |
|  | **$$\*** | **%** | **$$\*** | **%** | **$$\*** | **%** |
| **Acad.** | $27.4 | 53.0% | $27.9 | 52.3% | $27.9 | 50.4% |
| **Acad support** | $1.4 | 2.7% | $1.3 | 2.5% | $1.7 | 3.1% |
| **Comp services** | $2.2 | 4.2% | $2.2 | 4.1% | $2.2 | 4.0% |
| **Library** | $1.9 | 3.7% | $2.0 | 3.8% | $2.0 | 3.6% |
| **Student serv** | $3.2 | 6.3% | $3.5 | 6.5% | $3.5 | 6.3% |
| **General Admin** | $1.1 | 2.2% | $1.6 | 3.0% | $3.1 | 5.6% |
| **Admin Affairs** | $2.2 | 4.2% | $2.2 | 4.0% | $2.1 | 3.8% |
| **Ext Affairs** | $1.0 | 1.8% | $1.0 | 1.8% | $1.0 | 1.8% |
| **Phys Plant** | $4.4 | 8.4% | $4.4 | 8.2% | $4.4 | 7.9% |
| **Univ tax** | $1.9 | 3.7% | $1.9 | 3.6% | $2.0 | 3.6% |
| **Debt service** | $5.1 | 9.9% | $5.4 | 10.1% | $5.5 | 9.9% |
| **Total** | $51.7 | 100.00% | $53.4 | 100.00% | $55.4 | 100% |

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|  |  |  |  |
| --- | --- | --- | --- |
|  | **06–07** | | \* Dollars in Millions |
|  | **$$\*** | **%** |
| **Acad.** | $28.4 | 50.3% |
| **Acad support** | $1.9 | 3.4% |
| **Comp services** | $2.0 | 3.5% |
| **Library** | $2.2 | 3.9% |
| **Student serv** | $3.7 | 6.5% |
| **General Admin** | $2.1 | 3.7% |
| **Admin Affairs** | $1.9 | 3.4% |
| Table 4.4: Budget allocations to Units in Millions of Dollars and in Percentages  (Source: Indiana University White Budget Books) |
| **Ext Affairs** | $1.0 | 1.8% |
| **Phys Plant** | $5.1 | 9.0% |
| **Univ tax** | $2.0 | 3.5% |
| **Debt service** | $5.9 | 10.4% |
| **Total** | $56.5 | 100% |

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Figure 4.10: Expenditures on Instruction, Research, and Service at IU South Bend, Peer Institutions, and Aspirational Median, 2003–04 (Source: IU

South Bend Peer Institution Selection and Analysis Report,

p. 15, 4 May 2006)

58%

56%

50%

49%

48%

45%

44%

43%

41%

41%

40%

42%

IU Southeast IU South Bend

IU- Purdue University Ft. Wayne Auburn University Montgomery Emperoria State University Northern Kentucky University Nicholls State University Columbus State University Augusta State University

Southeastern Lousisana University

Salem State College Aspirational median

Expenditure on Instruction/Research/Service (%)

0% 10% 20% 30% 40% 50% 60% 70%

However, since then, Academic Affairs’ expenditures have dropped sharply from 56 per- cent in 2003 and 2004 to 47 percent for the years 2005 and 2006, according to our IPEDS reporting (see Table 4.5).

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Year** | **Instruction, Research**  **and Service Expenses** | **% of Operating Budget** |
| Table 4.5 Percentage of Operating Expenses Attributable to Academic Affairs for 2004, 2005 and 2006  (Source: IPEDS data) |
| 2004 | 29,118,142 | 56% |
| 2005 | 28,119,557 | 47% |
| 2006 | 28,408,122 | 47% |

Benchmark data are not available for 2005 and 2006. However, it can be seen that IU South Bend has decreased spending on academic affairs to a level closer to the peer group average, although expenditures of 47 percent still place IU South Bend among the top five institu- tions in spending on core mission activities of instruction, research and service.

IU South Bend also spends a relatively high proportion of its money on personnel related costs (Figure 4.11). This is potentially problematic as it reduces flexibility in the budget process and makes it difficult to shift resources to meet emergency needs.

IU South Bend accomplishes a great deal on a limited budget. This fact is underscored by evidence provided in the [*IU South Bend Peer Institution Selection and Analysis*](http://www.iusb.edu/~hlc/peer.pdf). In 2003–04, IU South Bend ranked 9th in operating expenditures amongst ten peer institutions. Our

$52 million operating budget is well below the median of $135 million of five aspirational institutions yet we spend more of our operating budget on our core mission activities of instruction, research, and service than most of our peers and all of our aspirational institu- tions. IU South Bend is slightly more revenue dependent on tuition and fees relative to state

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appropriation than our peer institutions. The campus has maintained excellent program- ming despite state appropriations cut-backs.

Figure 4.11: Percent Expenditure of Budget on Wages and Benefits at IU

South Bend, Peer Institutions, and Aspirational Median,

2003-04 (Source: IU South Bend Peer Institution Selection and Analysis Report,

p. 15, 4 May 2006)

78%

77%

75%

72%

72%

72%

71%

70%

69%

65%

64%

69%

IU Southeast IU South Bend Salem State College

IU- Purdue University Ft. Wayne Emperoria State University Northern Kentucky University Nicholls State University Augusta State University Columbus State University

Southeastern Lousisana University Auburn University Montgomery

Aspirational median

100%

80%

60%

40%

20%

0%

Expenditure on Wages and Benefits (%)

## BUDGET PLANNING PROCESS

Since 2000, IU South Bend has had to deal with a number of issues that exemplify its flex- ibility to meet new and unanticipated challenges. For instance the university demonstrated its flexibility in responding to the “threat” of losing enrollment and state appropriations to the Community College Initiative by embracing that initiative. IU South Bend worked proactively with Ivy Tech Community College to negotiate articulation agreements, set meaningful entrance standards that maintain the integrity of our programs, and work out mechanisms to smooth the transfer of students from Ivy Tech Community College to IU

South Bend. Another example of the institution’s flexibility was seen when the State of In- diana withheld one month’s payment. The campus met the shortfall that caused by a creative analysis which focused on the quality of education provided to the students.

Over the past five years, there has been an attempt to coordinate the budget and planning processes. A new Vice Chancellor for Administrative and Fiscal Affairs joined our campus in February 2004 and has been instrumental in initiating needed changes in budget construc- tion process (see below). A [budget timeline](http://www.chancellor.iusb.edu/BudgetPlanningCalendar.pdf) has been discussed and is posted on the Chan- cellor’s web page. In the weekly meetings of the Chancellor’s Cabinet, he has been active

in facilitating discussions surrounding budget issues. This is an important change as this particular forum represents all campus divisions, yet is small enough to allow thorough and meaningful discussions which contribute to campus planning and priority setting.

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The drafting of the [*2006 Indiana University South Bend Budget Policy*](http://www.chancellor.iusb.edu/BudgetPolicyManual.pdf)was a step towards trying to make the budget process more transparent for future discussions. In an attempt to codify the budget policy at IU South Bend, the Vice Chancellor for Administrative and Fiscal Affairs developed a working document that would “put into print” the process that had generally been followed in budget development on our campus. An early draft of the document was shared with the Chancellor’s Cabinet for input and resulted in a number of recommendations for change. After incorporating the suggestions into a second draft, the document was distributed in turn to the Academic Deans, the Academic Senate Bud-

get Committee, and the Senate Executive Committee. Comments were solicited from each group and revisions were incorporated. The new budget policy was broadly communicated to the campus community by the Chancellor on August 2006. It is subject to review on a yearly basis and is also posted on the Chancellor’s web page.

Faculty views on budget matters are solicited as part of the formal budget process. They are generally articulated via the Academic Senate Budget Committee that serves in an ad- visory role in making recommendations to the campus administration on budget priorities and issues. In response to the new budget policy, for instance, they suggested that each year the Chancellor designate an annual campus “priority” (e.g. retention, minority recruitment, renovations, etc.) that would serve as a focus for how new funds should be allocated. Over the last few years there had been a feeling that the committee was being somewhat margin- alized and had not been allowed to contribute any meaningful input. Recently, the commit- tee had begun discussion about better defining their role in the budget process.

While the spirit of the new budget process was one of disclosure and inclusion, the finished product resulted in several fundamental changes that were primarily driven by the need to have greater centralized control over the budget given the restricted funding climate. This was initially perceived as removing some of the budget flexibility that the Deans and Direc- tors previously held, and making it more difficult to hire faculty in a timely fashion. Lower level administrators assumed that salary savings were being “swept up” by the central administration as soon as they became available. While it has been clarified that no salary savings are swept until all instructional needs are met for the year, the delay in reaching this clarification created anxiety on campus. This element of the plan will be monitored

and revised policies on salary savings may need to be implemented in the future in light of academic needs and fiscal resources.

The general university community remains relatively uneducated about the budget. This is not a situation unique to IU South Bend. On many campuses, faculty and staff are not fully aware of the intricacies of the campus budget and may even believe that administra- tors have resources at their disposal that they are capriciously refusing to allocate to wor- thy programs or projects (see Gary A. Olson, “The Administrator as Magician,” Chronicle of Higher Education, 11 January 2007). As a result, many remain unclear as to how re- sources are administered and why certain projects or programs are funded and others are not. When budget priorities are not well articulated and rationalized, there is a tendency for individual units to take a defensive posture and operate as a silo to protect programs or

projects that may not fit the overall vision for the university. The Chancellor has recognized this need to educate all members of the campus about the budget and has made this a prior- ity for the coming year.

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Perhaps as important as an effective budget construction process is a budgeting “philoso- phy” that utilizes the goals of the campus strategic plan to guide budget decisions. To this end, it is critical that campus administrators meet with faculty leaders to encourage depart- ments to align their three-year plans with the campus budget focus. Once a significant bud- get decision is made, however, it is also vital that a thorough plan be developed to implement the decision. For example, when the responsibility for the management of the Child Devel- opment Center was moved from Student Affairs to the School of Education, school officials did not realize that they were now expected to keep the center’s budget balanced and that

its deficits would no longer be funded from one-time monies from the base budget. As the campus proceeds with linking planning and budgeting, these kinds of issues will be dealt with in a proactive manner.

Our budget potentially faces a number of threats: drops in enrollment, a continued decrease in support from the state, and unexpected increases in expenditures (such as utility costs, health insurance costs, or technology fund increases). With 70 percent of our budget tied up in salaries, any unexpected increases in salary lines can destabilize the overall campus bud- get. Historically, when deans stepped down from their office they retained their higher sala- ries. There are several faculty members on campus who were hired as deans and who have returned to the faculty, resulting in unexpected additional costs. For future hires, this issue has been addressed with the development of new Indiana University contracts. What the campus is learning through the self-study process will shed light on how to deal with these issues, since campus administrators are now formalizing the process of aligning planning with the budget. The Budget Adjustment Working Group, discussed earlier in this chapter (section 4.1, “[Evaluation of the Process](#_bookmark5)”) represents the first stage in this process.

## CAPITAL ASSETS AND PLANNING

##### Campus Building Master Plan

There is a ten year plan for each campus that is developed by campus administration and the IU Architect’s Office. The plan lists building projects for near, medium, and long term. Plan development is done by the campus in consultation with the Office of the University Ar- chitect in Bloomington. The current plan will be modified in the coming year. Because the campus has worked from a master plan developed a number of years ago, there is not a clear understanding of how the Campus Building Master Plan was developed and what steps are needed to introduce new proposals for physical plant development for the campus. The cam- pus needs to develop a mechanism to revise the Campus Building Master Plan.

The IU South Bend ten-year plan continues the implementation of the existing campus master plan with minor changes. The highest priorities (in order) with regard to facility projects for the campus are: 1) the renovation of the former Associates Building (Education Arts Building), 2) renovation of the first and second floors of the Administration Building, and 3) development of the Elkhart Center and the riverfront properties including residen- tial housing. Because of the difficulties in getting building funding from Indiana University and the State of Indiana, the Campus Building Master Plan is not a dynamic element in overall campus strategic planning. The campus has to go forward each year to the President and Board of Trustees with essentially the same building proposals in order to ensure that eventually a project will make it onto the list of capital projects for Indiana University. The Elkhart Center moved forward because funding for the construction of that building was

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donated by Elkhart community leaders. Riverfront development and campus housing will also move forward more quickly because they will be funded by bonds guaranteed by the revenues that campus housing will generate. The campus was fortunate to receive funding in the 2007–09 biennial state budget cycle for the renovations of the Associates Building ($27 million), so that project will also move forward.

##### Space Utilization

Although IU South Bend is committed to the efficient use of academic space, there are no clearly defined mechanisms for determining space allocation. Deans or Vice Chancellors control the use of certain areas and negotiate among themselves for adjustments in the por- tions they control. Currently, the Chancellor has encouraged all academic areas to use the full week calendar by offering classes that meet during less popular times, such as on Friday and early morning hours. Since most classes at IU South Bend have been taught in a two day format (Monday–Wednesday or Tuesday–Thursday) this change was intended to maxi- mize classroom use. A comparison from last year to this year showed a minimal increase in classroom use on Fridays with an increased use at peak hours. This increase in peak hour usage is reflective of student preference for class times related to their family and/or work schedule responsibilities. For example, faculty members have offered courses during non- peak hours, but students elect to not take the courses. Hence, increased enrollment seems

to lead to increased classroom use during peak hours. Therefore, sufficient change in course scheduling has not occurred. Space utilization continues to be a real concern. An analysis of student preferred class times should be undertaken. Over the summer 2007, Academic Af- fairs will be reviewing class starting times to determine whether any additional efficiencies can be realized by making adjustments. Revitalization of the all university Space Committee will address space usage.

There is also little room for expansion at this time for faculty/staff offices. However, a modest growth of the student body may not require a significant increase in our current faculty and staff base. A more significant problem is the shortage of parking space. In spite of attempts to make class scheduling adjustments, parking continues to be a problem. It might be that with the increase of student activities on campus, the increase in full-time students, and the presence of the Student Activities Center, students are remaining on cam- pus for longer than just their scheduled class times. In 2005–06, the university responded to student and employee concerns by providing off campus parking and a shuttle service.

A regular count of parking places during busy times at the beginning of the semester al- lowed Security to monitor the need and determine if and when the shuttle service should be discontinued for the semester. While the first phase of the student housing project calls for the construction of 340 parking spaces, those are intended for use by residents. Parking will continue to be an issue for the foreseeable future.

Although the campus is addressing isolated issues related to campus space and student body expansion, there is no clearly articulated overall strategy relating to these areas. Any increase in student enrollment will have repercussions on classrooms, parking, office space, and faculty and staff numbers. The University needs to address these concerns with a coor- dinated physical plant plan.

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##### New Facilities and Financing

New buildings, whether built with state funds or not, must go through a complicated process. Projects must first be approved by the IU Board of Trustees and included on the university’s capital appropriation request list. Next, three levels of approval are required. First, the Indiana Commission of Higher Education must approve the project. The State Budget Committee must approve the project. This committee is comprised of four legisla- tors—two Democrats, two Republicans—and the State Budget Director. Finally, the State Budget Director must approve the financing plan developed by Indiana University. If the building is to be built with state funds, the legislature must also include the project in the appropriations bill at some level of funding. Often projects are proposed that are partially state funded and partially funded by private donations or other funds. If the university is able to secure outside funding, the state seems more amenable to approving the project.

For state funded buildings, the university issues revenue bonds, with a pledge of repayment from tuition and fees. The state, however, gives Indiana University a special appropriation, called “fee replacement,” so that the bonds can be repaid. Thus, the universities issue the debt and the state appropriates the funds to make the debt repayments. Auxiliary projects such as student housing and parking must pay their own way. These types of projects go through an intensive Indiana University review process, then go to the IU Board of Trust- ees and then the three levels of approval listed above: Indiana Commission of Higher Edu- cation, State Budget Committee, and State Budget Director. Financing for these building projects is done by Indiana University issuing revenue bonds so that a particular revenue source (parking fees or housing rents) is pledged toward repayment of the bonds.

IU South Bend is acutely aware of the need to seek money to supplement our state appro- priations. The campus has built strong ties with the community through ventures like the Elkhart Expansion Initiative that has resulted in our new Elkhart Center. The Elkhart Cen- ter opened in the fall semester 2007 with significantly more space than the current Elkhart location. The larger facility in the heart of downtown Elkhart will provide IU South Bend high visibility in the community. The fund-raising model used for the Elkhart Center is be- ing used for funding renovation and other projects on the South Bend campus. It is through opportunities from expanding enrollment and community endowments that the campus will move forward.

Future plans at IU South Bend include:

* Development of the area south of the St. Joseph River: This river front development and the pedestrian bridge will link the north and south portions of the campus.
* Development of residential housing: At present, the campus has limited space for residential students (ninety-four international students and student athletes). The two-phase residential housing plan will dramatically increase the number of stu- dents who can be accommodated on campus. In September 2006, the IU Board of Trustees approved Phase I of the project that includes construction of apartment units with a 400 bed capacity, a community building for residents, and 340 park- ing spaces. In December 2006, the Indiana Commission for Higher Education and the members of the Indiana legislature’s State Building Committee approved the project. The Governor instructed the State Budget Director to approve the project

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at the end of April 2007. Ground was broken for Phase I on 12 June 2007 and it is slated to be completed in time for the fall 2008 semester (Figure 4.12). Phase II of the project will provide a second set of residence units, thereby expanding the campus’s residence capacity to a total of 800 beds.



Figure 4.12: Plans for Developing Student Residential Housing.

* + Renovations: The Education and Arts Building (formerly known as the Associates Building) will undergo a major renovation. It will house the School of Education, the Dental Hygiene program and some programs of the Raclin School of the Arts. Faculty offices and classrooms will be located on the first floor. The entrance to the building will open out onto the campus mall. Funding of $27 million for this proj- ect was allocated in the 2007–2009 state budget approved on 12 April 2007.

##### Repair and Renovation Planning

Indiana University submits two appropriation requests to the Legislature—one is the operating appropriation request and the second is the capital appropriation request. Repair and renovation funding (R&R) is part of the capital appropriation request. The amount of the request is based upon an historic formula and the amount is submitted for all of Indiana University. Any R&R funding received is allocated to the campuses based on the campus enrollment. However, the state did not provided R&R funding from 2000–2005. To resolve this problem, some state universities have instituted a building fee. Indiana University is considering a building fee.

In the absence of funding, the campus has had to deal with R&R issues one of three ways:

1. deferred maintenance, the total amount of which has not been calculated;
2. funding the work with other monies, if available. For example, some small cost R&R work has been accomplished within the campus Facilities operating account; and

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1. in emergency situations, Indiana University has loaned the campus money to finance the work. Indiana University expects all loans to be repaid.

The South Bend campus has incurred expenditures through these internal loans in the cumulative amount of $650,931. During 2006, the Indiana legislature appropriated R&R funding as a partial replacement for the one month of operating appropriation the state owes Indiana University. With this special appropriation, the South Bend campus received

$783,353 in R&R funding. The funding will be used to pay off our internal loans and to complete roof and elevator cylinder repairs. The legislature has replaced the remaining funds owed to the campus with R&R funding in the 2007 legislative session.

In order to meet campus repair and renovation needs, the campus has begun to solicit do- nors. For example, there is a capital campaign under way to raise money for renovations in the Administration Building. The new Hammes Information Commons in the Library has been funded by a private donor. Although many high quality projects are moving forward, the number of projects is limited by the donor pool. The lack of state funding also exposes the need for a stronger prioritization method for the expenditure from restricted appropria- tions. The university has increased student fees but has not reached the point of adding special fees to cover Repair & Renovation expenses.

Continuing decline in state funding as well as a slowly expanding donor pool makes future financial planning difficult. IU South Bend must establish an understandable and logical ranking process for evaluating capital projects. Once a project has been developed, it needs to be evaluated and prioritized.

## HUMAN RESOURCES

##### Profile

According to our Integrated Postsecondary Education Data System (IPEDS) report for 2006, IU South Bend employs 589 full time employees who are divided into three differ- ent category types: faculty, professional staff (exempt and non-exempt), and support staff (non-exempt). These full-time positions are budget approved and full benefit eligible. The major appointments are 286 full-time faculty members who vary in ranks and titles. Of our 202 full-time faculty members who are tenured or on the tenure-track, over 98 percent have terminal degrees. One hundred twenty-one are tenured; eighty-one are on the tenure track. The university employs sixty-eight full-time lecturers and eight clinical faculty members.

On 5 June 2001, the IU Board of Trustees voted to fund an initiative that would replace adjunct faculty members with full-time lecturers, beginning in the 2001–02 academic year. This initiative was paid for by setting aside one percent of that year’s tuition increase over a three year period. At IU South Bend, this initiative led to the hiring of twenty new lectur- ers, ten in 2001–02 and ten in 2002–03. [By 2003, the Trustees Initiative was converted to the Commitment to Excellence Initiative (CTE) and priorities shifted from hiring lecturers to hiring tenure-track faculty.] Despite this ambitious effort to reduce the campus’s depen- dence on part-time faculty, the number of adjunct faculty employed at IU South Bend has remained stable over the last six years (Figure 4.13). IU South Bend has averaged twenty- seven visiting faculty and 252 associate faculty each academic year over the last seven years.

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Careful fiscal planning has allowed IU South Bend to sustain a faculty that maintains a 14:1 student to faculty ratio as of spring 2006. IU South Bend ranks third among its peer group in the number of classes offered with less than twenty students (Figure 4.14).

**Year**

Figure 4.13: Distribution of full-time and adjunct faculty (Source: Academic Affairs Faculty Database)

2000-01 2001-02 2002-03 2003-04 2004-05 2005-06 2006-07

Year

350

300

250

200

150

100

50

0

Head count

Figure 4.14: Percent of Classes with

<20 Students at IU South Bend, Peer Institutions, and Aspirational Median (Source: IU South Bend Peer Institution Selection and Analysis Report,

p. 9, 4 May 2006)

Nicholls State University 37%

Emperoria State University 39%

IU Southeast 45%

IU- Purdue University Ft. Wayne 46%

IU South Bend 48%

Auburn University Montgomery 50%

Salem State College 52%

29%

29%

30%

31%

32%

Aspirational median Columbus State University Southeastern Lousisana University Augusta State University

Northern Kentucky University

Percent of classes with <20 students

0% 10% 20% 30% 40% 50% 60%

IU South Bend’s support staff consists of its 124 professional staff, 111 clerical staff, and sixty-eight service maintenance employees. IU South Bend hires approximately 400 student and regular hourly part time workers who assist faculty and staff with work flow.

Professional staff fall under two categories: professional exempt staff members paid on a monthly basis for services performed rather than on an hourly schedule and professional non-exempt staff members who are primarily non-instructional staff who qualify for overtime pay under the Fair Labor Standards Act. The professional staff includes a diverse set of titles and covers a wide variety of functions and ranks. Several senior administrators including the Vice Chancellor for Administrative and Fiscal Affairs, the Vice Chancellor for Information Technology, and the Vice Chancellor for Student Affairs and Enrollment Man- agement hold professional staff appointments, as do many of the senior department heads

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that report to them. In addition, many of the directors who report to the Chancellor, the Vice Chancellor for Academic Affairs, or to college and school deans hold professional staff appointments. A significant number of professional staff members are Student Services personnel. Also, several departments employ professional staff as laboratory supervisors or in similar specialist positions; some of these have teaching responsibilities.

##### Diversity

Through faculty growth and attrition, IU South Bend is committed to increasing diver- sity. Full time minority faculty members are 17.1 percent of the faculty (Figure 4.15). The male/female faculty ratio stands at almost 50:50 (See Figure 4.16 for details and change over time).

**Year**



Figure 4.15: Ethnic diversity of full-time faculty (Source: Academic Affairs Faculty Database)

2000-01 2001-02 2002-03 2003-04 2004-05 2005-06 2006-07

Year

300

250

200

150

100

50

0

Head count

IU South Bend has also diversified its support staff. Even though the total number of staff has not changed dramatically, the campus has continued to increase the number of minority full-time staff. Since 2000, the professional minority staff increased from 9 to 14.5 percent, the clerical minority staff increased from 10 to 14.8 percent, and the service maintenance minority staff decreased from 39.4 to 33.8 percent (Figures 4.17, 4.18, 4.19).

**Year**

Figure 4.16: Gender distribution of full-time faculty (Source: Academic Affairs Faculty Database)

2000-01 2001-02 2002-03 2003-04 2004-05 2005-06 2006-07

Year

160

140

120

100

80

60

40

20

0

Head count

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Figure 4.17: Ethnic diversity of professional staff. (Source: Monthly Human Resources Employee Tracking Spreadsheets for 1 July of fiscal year)

2000-01 2001-02 2002-03 2003-04 2004-05 2005-06 2006-07

Year

120

100

80

60

40

20

0



Figure 4.18: Ethnic diversity of clerical staff. (source: Monthly Human Resources Employee Tracking Spreadsheets for 1 July of fiscal year)

2000-01 2001-02 2002-03 2003-04 2004-05 2005-06 2006-07

Year

120

100

80

60

40

20

0

Head count

Head count

Head count

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Figure 4.19: Ethnic diversity of maintenance staff. (Source: Monthly Human Resources Employee Tracking Spreadsheets for 1 July of fiscal year)

2000-01 2001-02 2002-03 2003-04 2004-05 2005-06 2006-07

Year

50

45

40

35

30

25

20

15

10

5

0

The gender distribution of the support staff is skewed with predominantly men on our maintenance staff and mainly women on the clerical and professional staff (Figures 4.20, 4.21, 4.22). Overall we employ more female staff than male. We have lost female main- tenance workers since 2000, but gained in male professional staff members. As positions come open, greater efforts should be made to find qualified candidates to diversify the staff by gender.

**Year**

Figure 4.20: Gender distribution of professional staff. (Source: Monthly Human Resources Employee Tracking Spreadsheets for 1 July

of fiscal year)

2000-01 2001-02 2002-03 2003-04 2004-05 2005-06 2006-07

Year

80

70

60

50

40

30

20

10

0



Figure 4.21: Gender distribution of clerical staff. (Source: Monthly Human Resources Employee Tracking Spreadsheets for 1 July of fiscal year)

2000-01 2001-02 2002-03 2003-04 2004-05 2005-06 2006-07

Year

120

100

80

60

40

20

0

Head count

##### Compensation

**Year**

Head count

There has been no formal campus-wide study of compensation issues for faculty at IU South Bend since the Mercer Study concluded in November 2000. At that time, thirty-seven faculty members (twenty-six males and eleven females) received pay equity adjustments in their base salaries retroactive to July 2000. Since that time, however, a number of faculty compensation issues have become apparent. Salary savings when a senior faculty member retires and is replaced by a new faculty member earning less have been one of the only reli- able sources of money available to the campus for investing in new projects or to redress or

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Figure 4.22: Gender distribution of maintenance staff. (Source: Monthly Human Resources Employee Tracking Spreadsheets for

60

50

40

30

20

10

0

2000-01 2001-02 2002-03 2003-04 2004-05 2005-06 2006-07

Year

Head count

1 July of fiscal year)

balance budget inequities over the past seven years. Salaries for full professors at IU South

Bend in 2004 were the second highest in our sample of peer and aspirational institutions (Figure 4.23). However, salaries at the full professor level vary across campus units. The av- erage salary for a full professor in the College of Liberal Arts and Sciences in 2005–06 was

$67,739; this is below the reported average of $74,801 for the campus in 2004.

Figure 4.23 Average Full Professors Salary at IU South Bend, Peer Institutions, and Aspirational Median, 2004 (Source: IU South Bend Peer Institu- tion Selection and Analysis Report, p.

12, 4 May 2006)

100000

80000

60000

40000

20000

0

Emporia State University Salem State College Nicholls State University Columbus State University

Auburn University Montgomery Southeastern Louisiana University IU- Purdue University Ft. Wayne Augusta State University

Aspirational median

IU Southeast IU South Bend

Northern Kentucky University

Average Full Professors Salary

In some units, low starting salaries have made it difficult to fill positions. Average salaries for assistant professors at IU South Bend are exactly in the middle of our peer institutions (Figure 4.24). However salaries at IU South Bend are lower than those at two Indiana Uni- versity campuses in our peer group. In addition, the average salary figure is skewed because of the larger than average salaries in the School of Business and Economics. For example, in recent years, starting salaries for Decision Sciences faculty average $90,000 and for

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Economics faculty $60,000, while faculty in the College of Liberal Arts and Sciences or the Raclin School of the Arts averaged $40,000. These latter salaries are well below the 2004 average Assistant Professor salaries reported in our peer analysis (Figure 4.24). Starting salaries in Education have tended to be in the upper-$40,000s to low $50,000s while non- tenure track starting lecturers in Nursing are earning in the mid-$40,000s.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Average Assistant Professors Salary  Columbus State University Nicholls State University Emporia State University Augusta State University  Southeastern Louisiana University  IU South Bend Auburn University Montgomery IU- Purdue University Ft. Wayne  Salem State College  Aspirational median | | | | | | | |  |  | Figure 4.24 Average Assistant Professors Salary at IU South Bend, Peer Institutions, and Aspirational Median, 2004 |
|  |  | | | | | | |  |  |  |
| IU Southeast |  |  |  |  |  |  |  |  |  | (Source: IU South |
| Northern Kentucky University |  |  |  |  |  |  |  |  |  | Bend Peer Institu- |
| 0 10000 | | 20000 | 30000 | 40000 |  |  | 50000 60000 | | | tion Selection and  Analysis Report, |
|  |  |  |  |  |  |  |  |  |  | p. 12, 4 May 2006) |

Some units such as the College of Liberal Arts and Sciences are experiencing salary com- pression. Recent faculty hires have been made at salaries comparable to those of more senior faculty. Salary compression creates pressure to provide equity adjustments for the senior faculty members, further straining tight salary resources. Salary compression also leads to morale problems that need attention.

There is limited ability on campus to reward high achieving faculty. Annual pay increases over the last seven years have not been above 3.5 percent annually and in several years, amounted to only 2 percent. Raises for tenure and promotion that should help to ease sal- ary compression by widening the gap between tenured and tenure-track faculty, are so low ($1500) that they do nothing to relieve the compression pressure. The campus has no control over system-wide changes in the benefits paid to faculty (such as retirement pack- ages) and those benefits have shrunk over the last seven years. Deans have a limited ability to adequately compensate faculty who fulfill various administrative roles on campus, with

course release (but no pay or merit increase) the most-used vehicle to compensate such labor. Faculty members doing important service work for the campus see no real reward for their efforts; over time, this can generate a morale problem. Departments who lose faculty to such administrative roles may not be compensated for the lost teaching capacity. Departments usually get adjunct replacement, but there are many roles that full-time faculty fill in the department. There is lost full time teaching capacity but also lost full time involvement in department activities. It is difficult to adequately plan or adjust for the impact on a depart- ment when a faculty member takes on an administrative role. When a department loses multiple members to administrative roles, it can create chaos.

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Indiana University Human Resource Services undertook a review of professional staff posi- tions on all eight campuses in 2006. The University developed a Compensation Strategic Initiative with the intention of working toward a fair and rational compensation system for exempt staff jobs across all eight Indiana University campuses. The new system consists of six job levels, with minimum, market zone, and upper reference point salary ranges specified for different functional units (Student Services, Information Technology Services, Me- dia/Public Relations/Alumni Services, Administrative Services, Development, Safety and Security Services, Auxiliary Services, Research and Science, Facilities Services, and Health Care Professionals) at the Bloomington/IUPUI campuses and the regional campuses. This initiative is being implemented at the South Bend campus.

One of the major concerns of the biweekly clerical staff is salary. In 2005, clerical entry- level salaries were increased for the first time since 1999. On 1 July 2006, the campus imple- mented a Clerical Staff Salary Plan that established minimum salary amounts for each cleri- cal staff pay grade. Any staff member earning less than the new minimum salary for their pay grade received an increase up to the new minimum salary and the campus salary raise. This plan begins to address salary equity issues among the clerical staff and provides more competitive starting clerical salaries. However, biweekly staff members also face salary compression issues. While bi-weekly staff salaries still tend to be low, all full time biweekly staff employees have a benefits package equal to 29.88 percent of their base salary. In addi- tion, health and dental premiums are subsidized by the university for all full time employees whose base salary is lower than $25,687. Even though these benefit programs help offset the lower salaries, IU South Bend still needs to become more competitive in the marketplace.

##### Recruitment and Retention

For faculty members, departments handle recruiting new faculty, using the mechanisms most appropriate for their disciplines. Search committees follow affirmative action guidelines and are monitored by the Affirmative Action officer to make sure that the faculty search complies with regulations. Hiring recommendations are forwarded to the relevant Dean, who requests hiring permission from the Vice Chancellor for Academic Affairs. In recent years every effort has been made to ensure that permissions to hire are processed expeditiously.

The university has been fortunate in being able to hire and retain qualified faculty members. The strong interdisciplinary ties and sense of community experienced by many faculty members has helped them envision spending their careers at IU South Bend. Retirement initiatives such as the 18/20 plan or its replacement the 12/2 plan provided incentives for excellent faculty to remain and retire from the campus. While the campus still offers an at- tractive retirement incentive and benefits package, there are few incentives besides faculty camaraderie whose goal is to convince excellent faculty to remain committed to the campus. Low salaries, low annual and promotion raises, and the lack of meaningful merit increases will make it challenging in the future to recruit and retain quality faculty. An additional consideration for the campus with the loss of the 18/20 retirement initiative will be the need to begin a process of post-tenure review. The campus has a process in place for such review, but the need for it has not been that great since most faculty members have re- mained productive. The 18/20 retirement plan provides an incentive for faculty to retire at age sixty-four or sixty-five. Since 2000, fifty-two faculty members have retired under 18/20. With these retirements the campus is losing senior, seasoned campus leaders.

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The campus Human Resources office is responsible for a variety of functions, including all staff personnel records, benefits for staff and faculty, training and development of compli- ance programs, job advertisements, new staff orientation, classification of positions, labor relations management, HRMS (Human Resources Management System/electronic data keeping and training) and interpretation of university policy. Human Resources oversees the process for hiring qualified staff based on the PDQ (Position Description Questionnaire) that defines job function and qualifications necessary for each individual position. The selec- tion process is usually conducted by a search committee that makes recommendations for interview and hiring. The Affirmative Action office is also involved in the position selection process to ensure that search committees follow proper procedures.

Every biweekly position is evaluated by a Job Evaluation Committee that determines the particular rank and grade for the position; these, in turn, are used as one of the salary determinants. The committee uses a Position Description Questionnaire that describes the job functions, knowledge, and accountability for each professional and clerical staff position. In many cases the advent of new (not necessarily better) online systems for maintaining employee records and time sheets, accounting systems, and purchasing software has shifted how the work is done and who is doing it. The job evaluation system has not kept pace with technological changes and there is a general feeling among staff that the evaluation system is capricious, secretive, and arbitrary. These issues need further consideration.

Human Resources personnel provide a weekly report to the Vice Chancellor for Administra- tive and Fiscal Affairs monitoring hiring. This report includes information on hiring and staff matters. While Human Resources does a fine job of overseeing the hiring process, there are often prolonged delays in staffing open positions because permission from upper level administrators to hire candidates can be slow in coming. The result can be the loss of candidates. These delays also create unnecessary additional costs in reposting, re-advertis- ing, and interviewing candidates.

##### Evaluation

Faculty members are required to demonstrate their teaching effectiveness, their service, and their scholarship/research/creative performances for promotion, tenure, and reappointment decisions in their annual reports. The [Indiana University Academic Handbook](http://www.indiana.edu/~deanfac/acadhbk/acad_handbk_2006.pdf) and the [IU](http://www.iusb.edu/~acadaff/handbooks/Fachndbk98.html)  [South Bend Academic Handbook](http://www.iusb.edu/~acadaff/handbooks/Fachndbk98.html) both spell out the required criteria for faculty performance. Each college, school, and division has its criteria for promotion, tenure and reappointment. All faculty members are evaluated in each course that they teach. The results of student evaluations are one among many indicators of teaching effectiveness. Besides reporting

on their teaching, each faculty member at IU South Bend annually reports on their service (university and community) and scholarship (or creative activity). These reports are evalu- ated by the department chairs and deans. This information is used for merit salary increases, for reappointment, promotion, and tenure considerations. Department chairs are evaluated by their deans. The deans and directors submit annual reports to the Vice Chancellor for Academic Affairs. The Vice Chancellor submits his annual report to the Chancellor who in turn evaluates the Vice Chancellor for Academic Affairs as well as the other vice chancellors.

Human Resources personnel collect annual performance management reviews of all profes- sional and biweekly staff. The Professional Staff Council recommended the creation of a Performance Evaluation process for professional staff. Now that across-the-board salary in-

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creases are being discontinued for professional staff, the performance evaluation system will form the basis for distributing salary increases based on merit. Units submitting reviews for staff have not done so consistently. With the new evaluation system in place, it will be imperative for reviews to be submitted in a timely fashion. While the reviews should be used to determine merit raises, there are still no official requirements to do so. This practice may need to be revisited in the future to require that merit increases be based on the perfor- mance reviews.

## EMPLOYEE DEVELOPMENT

The University recognizes that people are its most important resource for achieving con- tinued excellence in teaching and service. Employee development programs are available to both faculty and staff in order to provide pathways for professional enhancement.

##### Professional Development for Faculty

The [University Center for Excellence in Teaching](http://www.iusb.edu/~ucet/) (UCET) established in 1998 supports teaching and learning on the IU South Bend campus. UCET’s mission is to enhance faculty development and student learning through various programs and support systems such

as: workshops on teaching-related topics, orientation materials for new faculty (full- and part-time), confidential consultations on faculty teaching, teaching conference funding, mentoring programs, help with tenure and promotion portfolio development, and classroom technology training. [UCET](#_bookmark10) is discussed at greater length in Criteria 3.

The colleges, schools or divisions support faculty development by funding conference travel to both research and/or pedagogically oriented meetings. Travel reimbursements gener- ally offset fifty to eighty percent of meeting expenses. They may be completely or partially funded from base budget, with additional funds provided from foundation accounts. College- and department-level funds also help support publications, lectures, exhibitions, and awards.

Every year the Office of Research, in conjunction with the faculty Research and Develop- ment committee, awards approximately $120,000 to faculty through a competitive grant writing program. [Faculty Research Grants](http://www.iusb.edu/~sbres/randd/FRG.html) provide up to $8,000 to support any combina- tion of summer salary and research expenses. [Curriculum Development](http://www.iusb.edu/~sbres/randd/CDP.html) grants support expenses (up to $3,000) related to development of new courses or significant revisions to existing courses. The total amount of dollars requested in proposal submissions to these programs always exceeds the amount that is available. The campus Assessment Commit- tee offers competitive grants (up to $3,000) for academic assessment projects. In addition to these programs, faculty members can benefit from two IU South Bend programs that serve as incentives for external funding: the [Research Incentive Plan](http://www.iusb.edu/~sbres/research/rip.html#Research%20Incentive%20Plan) and the [Seed Grant Pro-](http://www.iusb.edu/~sbres/randd/seedgrant.html) [gram](http://www.iusb.edu/~sbres/randd/seedgrant.html). The first program allows for a redistribution of a percentage of recovered indirect costs back to the researcher while the second program provides up to $3000 support for faculty seeking major external grants. Steps are currently being taken to encourage more faculty members to seek extramural funding as well as increase the amount of funding available internally. (See [Chapter 6, Criterion 4](#_bookmark22) for further details.)

In addition to funds available through the campus, IU South Bend faculty members are also eligible for several grant programs administered system-wide by Indiana University. These include the [New Frontiers in the Arts and Humanities Program](http://www.research.iu.edu/funding/newfron/index.html) and various programs available through the [IU Office of International Programs](http://www.indiana.edu/~intlprog/fac.html) (overseas conference funding,

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research grants, outreach grants, exchange affiliation grants, short-term faculty exchange grants, and visitors grants). In the [Regional Campus Research Program](http://www.iusb.edu/~sbres/randd/rcrp.html) faculty members are supported to do research or creative work with direct benefit to the North Central Indi- ana Region.

##### Professional Development for Staff

The Human Resources office offers regular training and development programs for both fac- ulty and staff. Training in the Family Medical Leave Act (FMLA), the American Disabilities Act (ADA), the Fair Labor Standards Act (FLSA), and Worker’s Compensation is required of faculty, professional, and biweekly supervisors to maintain legal compliance. Perfor- mance Management workshops that focus on performance planning, performance coaching, and reviewing performance are also offered on a regular basis. The fiscal officer develop- ment series provides fiscal training for assigned officers to guarantee financial integrity of budget expenditures and compliance with Indiana University policy and federal, state, and local laws. This training is necessary as fiscal officers approve all financial transactions in the university. The Indiana University Human Resources Training and Development office presents specialized programs for the entire campus. Occasionally special interest programs are offered and community members are invited. Finally, customer service programs for staff members are given a high priority as they align with the focus of the IU South Bend campus. Despite the myriad of programs offered at IU South Bend, many staff members overlook the free training and development opportunities.

Educational opportunities outside the immediate context of the workplace are also sup- ported. A positive project of AFSCME is the creation of the Career Ladder fund. This fund designates $5,000 per year from the fiscal budget to allow service maintenance staff to take courses through IU South Bend, a local community college, or specific industrial training by corporations. The courses are to benefit the employee in their job performance, knowledge and safety. Few employees take advantage of this program. Continuing Education programs open to the general public are offered to employees at a twenty percent discount. Certifica- tion of coursework granted at the conclusion of some Continuing Education programs

is often used for professional advancement. Finally, all full time IU employees (including faculty), their spouses and eligible dependents can participate in fee remission for IU credit classes. A registered full time employee receives fee remission of six credit hours per semes- ter as follows: 100 percent of the in-state tuition rate for 4.5 credit hours and 50 percent of the other 1.5 credit hours. The spouse receives 50 percent of three in-state undergraduate credit hours per semester. Eligible dependent children receive 50 percent of their tuition (at the in-state rate). An employee is eligible for fee courtesy if they are employed by the first week of classes. The fee courtesy applies to any IU campus. Employees who need, because of course schedules, to attend classes during working hours must have permission of their supervisor and must work a forty hour work week that meets the needs of the department. Every semester approximately forty employees take advantage of this offer. In 2006–07, twenty-nine employees are working to complete an IU South Bend degree (twelve on a graduate degree and seventeen for an undergraduate degree).

There are a number of programs available to faculty and staff to provide professional ad- vancement at all levels. In some cases the programs suffer from lack of funding while others suffer from lack of participation. While both financial and temporal resources are limited,

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active support at the vice-chancellors’ and deans’ level are critical in ensuring that these programs reach the widest audience.

##### Family Friendly Workplace

A recent study (September 2006) by the Collaborative on Academic Careers in Higher Edu- cation (COACHE) revealed that many of the junior faculty members surveyed rated their ability to strike a balance between work and home as very low (2.81 on a five-point scale). IU South Bend has been successful in creating a true family friendly workplace for its faculty, staff, and students. We were one of the first IU campuses to provide campus childcare facili- ties. Our [Child Development Center](http://www.iusb.edu/~sbchild/) utilizes the High/Scope educational approach of active, participatory learning to provide quality, affordable childcare for the campus community.

Students receive a discount and can enroll their children for as little as two full days a week.

The Family Leave policy for faculty members allows them a partially paid leave of up to fifteen weeks, once every three years, for the birth or adoption of a child or to care for an ill family member, for whom the faculty member is the primary caregiver. This benefit has been utilized by both our male and female faculty members. IU South Bend also provides twelve weeks of leave under the [Family and Medical Leave Act](http://www.indiana.edu/~uhrs/policies/uwide/fmla.html) to all other eligible employees.

## NEW ACADEMIC INITIATIVES

##### Informatics

On 25 June 1999, the Board of Trustees of Indiana University unanimously approved the creation of a new School of Informatics at the Bloomington and Indianapolis campus along with five associated degree programs (the B.S. and four M.S. degrees in Bioinformatics, Chemical Informatics, Human-Computer Interaction, and Health Informatics [Indianapolis only]). The Indiana state legislature provided major financing to assist in the start-up of the new school as a vehicle to move the entire state forward in the area of new information technologies. In 2001, faculty at IU South Bend, aware of these developments, created a proposal for an informatics program at IU South Bend, through the College of Liberal Arts and Sciences. They began with a minor that was approved in 2002, with the first classes offered that fall. The program received an initial investment of $300,000 to hire faculty and staff and renovate laboratories. On 28 February 2003, the Board of Trustees approved the

B.S. in Informatics degree for the IU South Bend campus and the program began accepting majors the following fall. At that time, the program received an additional $427,000 to hire faculty and build out the necessary cognate areas (Social Informatics, Bioinformatics, Health Informatics, New Media, and Cognitive Science). To date, two core faculty members and two cognate faculty members (Social Informatics and Bioinformatics) have been hired. Two existing Computer Science faculty members moved into the Informatics program, bringing the total faculty to six. The Informatics program, the first at the IU regional campuses, cur- rently enrolls forty majors and has already graduated eight students.

##### Commitment to Excellence Funding

On 21 June 2002, the Indiana University Board of Trustees unanimously approved a Commitment to Excellence (CTE) Tuition Program. This proposal imposed a new fee on incoming freshman students beginning fall 2003. At IU South Bend, the new fee was $500 per student (as compared to $1000 at the Bloomington campus and $800 at the Indianapolis campus). The plan established how these new monies could be spent. The regional campuses

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were instructed to set aside these funds to replace part-time faculty with full-time instruc- tors and faculty (an effort already underway) and to improve student retention.

At IU South Bend, Chancellor Reck approved an [Academic Enhancement Plan](http://www.chancellor.iusb.edu/img/aep.pdf) that spelled out how Commitment to Excellence (CTE) Funds would be used on our campus. The plan was designed with the following objectives in mind: To reduce the institution’s dependence on part-time faculty, to support student success through strategic retention initiatives, to ensure library materials at a level consistent with standards of the Association of College and Research Libraries, to promote student success for minority students and increase di- versity across the campus community, to enhance retention and academic planning through institutional research, and to support technology to enhance instruction.

From 2003-008, the campus received $2,119,900 in additional funding from this initiative. Commitment to Excellence monies were invested as follows: Replacement of part-time faculty, $1,291,397; Retention Initiatives, $359,276; Library Access to Electronic Databases,

$50,000; Enhancing Minority Student Access and Success, $130,587; Enhancing Retention and Planning, $161,664; Promoting Diversity through International Student Recruitment,

$18,000; Enhancing Instruction through Technology, $70,389; and Dealing with an Enroll- ment Shortfall, $38,587. The largest allocation, to replace part-time faculty, provided fund- ing for new lecturers and tenure-track faculty positions in Arts, Education, Dental Educa- tion, Business, Biology, the Library, Physics, History, Mathematics, Anthropology, English, and Computer Science.

Core Component 2c: The organization’s ongoing evaluation and assessment processes provide reliable evidence of

institutional effectiveness that clearly informs strategies for continuous improvement.

# Evaluation

An organization that seeks to improve its performance gathers data about its activities. Some of this information is generated in response to mandates from governmental or regulatory bodies, some information results from special studies intended to cast light on particular issues, and other information arises from routine record-keeping. The key to bettering performance is to use available data to critically assess how to go about making improvements.

IU South Bend is committed to ongoing evaluations to gauge the effectiveness and efficiency of university functions and, where warranted, to use results for improvement. Evaluation

is essential for IU South Bend given the university’s modest resource base. The following section discusses examples where such analyses are focused on improving institutional ef- fectiveness and how there is room for continued growth in the area.

At IU South Bend there are several levels of oversight that provide periodic assessments and evaluations. One level is the Board of Trustees. The Board of Trustees meets monthly with the Chancellor, chief Academic officers, and other administrators of Indiana Universi- ty’s eight campuses. The Board receives constant reports and updates on the financial con-

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dition of Indiana University and approves all future plans for all campuses of the univer- sity. For example, fiscal year audits report operating revenues used for instruction, changes in net assets, net operating revenues, debt burden, and so on. IU South Bend also operates under the guidance of the Indiana Commission for Higher Education (ICHE). The ICHE ultimately approves all new degrees for Indiana University, once those degree proposals have the approval of the campus, the Academic Leadership Council (consisting of the Vice Chancellors from all eight of the IU campuses and other academic officers), and Board of Trustees. Not only does the ICHE approve new degree programs, the Commission monitors the effectiveness of existing degree programs and concerns itself with enrollment, with retention information, graduation rates, and with course transferability among the various colleges and universities in Indiana. IU South Bend like its sister campuses is also subject to all federal and state regulations governing public colleges and universities. One of these in- cludes a campus level review to insure the integrity of research, including human subjects’ research on campus.

IU South Bend has systems in place to collect, analyze, and use organizational data. The 2005 Strategic Plan, the Academic Master Plan, the Academic Unit Recruitment and Reten- tion Plans, the Enrollment Management Plan, and the Academic Advising Plan have all been developed to guide the university and its various units. The Strategic Plan, which is always a work in progress, guides the university in its decision making process. The Stra- tegic Planning Advisory Council regularly reviews, monitors, and reports on progress as items on the strategic plan are transformed into action. The Academic Master Plan outlines existing degrees, the time line for prospective new degrees and certificates, dates for re-ac- creditation visits, external program reviews, and third year assessment reviews of aca- demic programs. In 2004, every academic unit submitted a three-year strategic plan. Each plan states the unit’s goals, strategies for obtaining those goals, timeline for obtainment, and assessment responsibilities. The Academic Unit Recruitment and Retention plans are reviewed annually as are the Academic Advising and the Enrollment Plans for the campus. The Enrollment Management Task Force is charged with monitoring enrollment. These annual reviews enable the university to take stock and to reevaluate our directions based on incoming data. The Campus Building Master Plan is to guide the development of IU South Bend’s physical plant. These plans have been described in earlier sections of this chapter.

New procedures and processes at Indiana University, including IU South Bend, are typically reviewed several years after their implementation. This form of evaluation often comes from Indiana University’s central administration. For example, in 2005, the university imple- mented a new campus-based financial certification process. The process involves designated organizations within the university community, verifying, to the best of their knowledge, that an organization’s financial information fairly represents the financial status of the unit. This process is one that was recommended by the National Association of University and College Business Officers for large decentralized institutions such as Indiana University.

Transition audits were done when the Chancellor was hired as well as when the Vice Chan- cellor for Fiscal and Administrative Affairs was hired. There was a follow-up audit of these transitional audits in 2005. Additional audits performed in the last seven years include Din- ing Services (2004), Parking (2005), Hospitality Expenses (2005), Grant Reporting (2006), Financial Aid (2007), and the Bursar (2007).

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In fall 2003, an audit of the South Bend Institutional Review Board disclosed a violation of the federal regulations governing human subjects’ research. As a consequence, all research involving human subjects was evaluated by the institutional review board at IU Blooming- ton, until mechanisms could be put in place to assure compliance with federal guidelines.

Since that review all human subjects’ research has been in compliance with federal regula- tions regarding human subjects.

## INSTITUTIONAL RESEARCH AND DATA COLLECTION

After a history of sporadic and part-time assignments of institutional research responsibili- ties to various faculty and staff members, IU South Bend established the Office of Institu- tional Research July 1, 2004 by hiring a full-time Director of Institutional Research with the following responsibilities: provide support for the strategic planning process; analyze, explain, and interpret the continually changing environment; analyze the deployment and utilization of human, fiscal, physical, and technological resources; provide analysis of the university, academic units, and individuals in support of the assessment process; and inter- pret institutional values, interests, and constraints in advocacy of the institution to multiple stakeholders.

Over the past two years, the office has established an IU South Bend Fact Book with author- itative information about students, faculty, and the institution and established an enrollment forecasting methodology to provide information to the Enrollment Management Committee as well as to inform the recruitment of new students. The campus institutional researcher provides the Chancellor’s Cabinet and the Enrollment Management Task Force with data on enrollment, credit hours, and retention. In addition to assembling and analyzing internal data related to academic and co-curricular programs, the institutional researcher coordinates IU South Bend’s participation in the National Survey of Student Engagement (NSSE) for first year and senior students, the Faculty Survey of Student Engagement (FSSE) that asks some questions of faculty that are parallel to those of NSSE. Freshmen and senior students participated in the NSSE survey and faculty in the FSSE survey for the first time in spring 2005. With results from this data the campus can review its own longitudinal history and can compare itself with other IU campuses and peer institutions. The institutional research- er provided support in preparation for NCATE and for the Higher Learning Commission self-study process and provided data to inform academic affairs and student services. He also created a set of peer and aspirational institutions, published comparative analyses and is working on developing an external environmental scanning function.

The data provided by the Office of Institutional Research has allowed the institution to make decisions informed by data and to see problem areas that can be addressed. Some ex- amples follow:

* Improved demographic data has allowed the campus to learn that many students may be underprepared for university study and will need supportive instruction
* The data on student working hours has allowed the campus to carefully plan the implementation of Friday classes
* Data that shows the low achievement levels of Freshmen in large multi-section courses informed planning within Academic Affairs that resulted in a grant applica- tion that could allow the campus to restructure these courses to provide instruction for student success

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* + Data from the peer analysis and comparative study has shown the campus areas for improvement, such as revenue from grants and contracts that falls far short of peer institutions.

The Institutional Research Data and other data collections such as that of the Office of Research and Graduate Programs and Liberal Arts and Sciences have been used as follows:

* + The Office of Research and Graduate Programs is using the data to design more effective incentive programs to encourage faculty publication and research produc- tivity.
  + The Science Programs at IU South Bend used data on recruitment and retention in Science at IUSB to prepare a grant application for NSF funds to address the large number of students who drop-out from Science majors.
  + The Academic Cabinet has utilized many sources of data in a large-scale Academic Affairs strategic planning exercise to identify priority areas for budgeting and effort.

Indiana University’s central administrative Institutional Research office is also a data re- source for IU South Bend. Each of Indiana University’s eight campuses is represented in this central administrative office. IU South Bend’s institutional researcher uses information from this office to report IPEDS data that contains detailed information on enrollment by gender, ethnicity, residency, class, college, and school. The same office maintains retention rates for each campus.

The campus’ increasing commitment to the use of institutional research is swelling the demand for data and analysis. As a result the IU South Bend campus institutional research office was expanded and an additional staff member was hired to coordinate data collection for the School of Education and to help handle other data requests. Even with this addition the campus may outstrip the capacity to make full use of the data that are collected. This challenge is one that will be vigilantly monitored.

## STRATEGIC PLAN PROGRESS REPORTS AND METRICS

The Institutional Research Office has been working to develop an appropriate reporting format for the Strategic Plan Metrics to aid in tracking progress of the plan each year and for reporting to the Strategic Planning Advisory Council and other campus constituencies. A number of the metrics are already available due to other campus data reporting require- ments. The IR office will issue a yearly publication; the inaugural publication (2005–06) contained information on students and faculty members as well as some information on educational programs. Additionally, a summary of the IU South Bend Mission Statement and Institution Priorities precedes the descriptive information. The Office of Institutional Research plans to add additional sections in future editions, regarding additional institu- tional demographics, institutional advancement, and campus community, as appropriate measures are developed and defined.

Each campus administrative unit makes an annual report on Strategic Plan progress to the Strategic Planning Advisory Council. Those reports are available in the Resource Room.

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## PEER INSTITUTIONS AND BENCHMARKING

Since 2004, IU South Bend has been engaged in a Mission Differentiation Initiative. This is a Board of Trustees project to clarify the missions and distinctiveness of each of Indiana University’s eight campuses. In fall of 2005, as a part of this project IU South Bend began a process to identify peer and aspirational institutions. The [*IU South Bend Peer Institutional*](http://www.iusb.edu/~hlc/peer.pdf) [*Analysis Report*](http://www.iusb.edu/~hlc/peer.pdf)was presented to the IU Board of Trustees in May 2006. Ten peer and five

aspirational institutions were identified. Peers will be used for accountability measures at the campus level and at the entire (eight campus) university level.

In addition to the institutional peers, some of IU South Bend’s academic units had already identified peer institutions (the Raclin School of the Arts, the School of Business and Economics, the School of Social Work, and Schurz Library). The College of Liberal Arts and Sciences has used the Delaware Study to measure class size, student credit hours, and full time student equivalents for each of its thirteen departments. This study also provides benchmarking data on direct instructional costs. In fall 2005, all academic units began to compare their average student credit hour costs and the average student credit hours taught by full-time faculty against the national Delaware Cost Study norms. Because they are ac- credited by outside agencies, a number of campus units are also familiar with benchmark- ing and are accustomed to measuring their effectiveness in comparison to peer and aspira- tional programs nationwide (AACSB International—the Association to Advance Collegiate Schools of Business, the American Montessori Society (AMS), the National Council for Accreditation of Teacher Education (NCATE), the American Chemical Society (ACS), the American Dental Association Commission on Dental Accreditation (CDA), the Commission on Collegiate Nursing Education (CCNE), the Joint Review Committee on Education in Ra- diologic Technology (JRCERT), the National Association of Schools of Public Affairs and Administration (NASPAA), the Council on Social Work Education (CSWE)). The university itself is accredited by the Higher Learning Commission. The last reaccreditation visits are listed on the campus [Academic Master Plan](http://www.iusb.edu/~sbassess/acamaspl.pdf).

## ACADEMIC PROGRAM REVIEWS

IU South Bend reviews its non-accredited academic programs on a seven year cycle. [Guide-](http://www.iusb.edu/~acadaff/vcaa/review.pdf) [lines for Program Reviews](http://www.iusb.edu/~acadaff/vcaa/review.pdf) directly address assessment and ongoing evaluation that in- forms the continuous improvement of programs. As part of the academic program review, departments conduct self-studies that describe the unit’s goals, evidence of meeting those goals, changes in the program, and plans for the future. An external evaluator reviews the self-study, interviews department members, other faculty, students and administrators and then writes a formal report that provides constructive feedback to the Vice Chancellor for Academic Affairs. Although this information is collected, it is unclear how this information is used beyond the unit level. Furthermore, the results of program reviews have not yet been connected to the budget process. [Summaries of these external program reviews](http://www.iusb.edu/~sbassess/Third%20Year%20Reviews/External%20Reviews/external%20review%20home.shtml) have, since spring 2006, been posted on the Assessment website. There is a concerted effort by the Assessment Committee to connect third year assessment reviews of academic programs and the reviews by outside evaluators.

In addition, IU South Bend has robust structures for academic assessment and assessment of student learning. The schedule for the three year assessment reviews, external program reviews, and re-accreditation visits can be found on the [Academic Master Plan](http://www.iusb.edu/~sbassess/acamaspl.pdf). The results

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of the third-year assessment reviews are available on the [Assessment website](http://www.iusb.edu/~sbassess/).

The IU South Bend Assessment Committee oversees a continuous process of academic assessment. In the fall 2005, each academic program updated its assessment plan. Current plans identify educational goals, list assessment techniques, and program changes as a result of assessment. Academic programs submit an annual report that describes the assessment techniques and the results of the assessment evaluation. Every three years, on a rotating basis, academic programs make an in-depth presentation to the Assessment Committee.

The assessment process is discussed in greater detail in the next chapter.

### NONACADEMIC ExTERNAL REVIEWS

Unlike the academic units that have well-established cycles for faculty and program assess- ment (yearly faculty evaluations, unit annual reports, three year assessment reviews, and seven-year program reviews or seven- to ten-year re-accreditation reviews), the nonaca- demic units on campus have no established procedures for evaluation of their effectiveness or efficiency and no regularized data collection protocols. They do produce annual reports, but these are often descriptive narratives of the year’s accomplishments. Consultants may be brought in to assess specific campus issues and provide recommendations. Recent exam- ples include Facilities and Bookstore reviews, a peer review of Dining Services, and a peer review of the Financial Aid Office. The campus needs to develop a regular cycle for evaluat- ing the effectiveness of our nonacademic units and to ground those evaluations in regular- ized data collection and analysis.

# Summary/Conclusion: Challenges and Recommendations for the Future

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Overall, the IU South Bend campus has made a significant positive shift in its focus on aligning planning, assessment and budget since the last HLC visit. While there are still some areas that need improvement, the culture of data-based decision-making on campus is beginning to mature and is constantly evolving.

For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* + The organization’s planning documents reflect a sound understanding of the organization’s current capacity.
  + The organization’s planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization.
  + The organization’s planning documents show careful attention to the organization’s function in a multicultural society.
  + The organizational environment is supportive of innovation and change.
  + The organization incorporates in its planning those aspects of its history and heri- tage that it wishes to preserve and continue.

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For these examples of evidence, there is still work to be done:

* The organization’s planning processes include effective environmental scanning.

IU South Bend will begin its first work with environmental scanning in 2008-09. An expert on scanning will be brought to campus to train a group of faculty and staff members in how to set up and conduct such scanning. Environmental scanning is an integral part of our newly adopted planning calendar and it will be coordinated by the Office of Institu- tional Research.

* The organization clearly identifies authority for decision making about organiza- tional goals.

Campus members understand that ultimately the Chancellor is responsible for decision making about our organizational goals. There is still a lack of clarity, however, regarding implementation, responsibility, and accountability for the various planning efforts on cam- pus. As the new planning calendar is implemented, it will become possible to better clarify how the various campus levels of planning integrate with each other and to better develop clear reporting and accountability lines for these planning efforts.

Core Component 2b: The organization’s resource base supports its educational programs and its plans for maintaining

and strengthening their quality in the future.

For the first time in the university’s history, there is a written budgetary policy in place and this policy recognizes and strongly supports the educational mission of the university. Cam- pus leaders at all levels are cognizant of and realistic about the resources for the future. The campus has engaged in a peer institution analysis and identified ten peer and five aspiration- al peer institutions. It has also made investments in our research and development offices in order to diversify and strengthen our resource base.

For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* The organization’s resources are adequate for achievement of the educational qual- ity it claims to provide.
* Plans for resource development and allocation document an organizational commit- ment to supporting and strengthening the quality of the education it provides.
* The organization intentionally develops its human resources to meet future changes.
* The organization uses its human resources effectively.
* The organization’s history of financial resource development and investment docu- ments a forward-looking concern for ensuring educational quality (e.g., investments in faculty development, technology, learning support services, new or renovated facilities).
* The organization’s planning processes are flexible enough to respond to unantici- pated needs for program reallocation, downsizing, or growth.

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For these examples of evidence, there is still work to be done:

* + The organization has a history of achieving its planning goals.

Our campus strategic plan is too recent for us to have a history of achieving our planning goals. However, as the plan was being written, some of its key recommendations were al- ready being acted upon and implemented. A number of important objectives outlined in the plan have been met already two years out and several more are in the development or imple- mentation stages. Thus, while there is work still to be done, the campus has demonstrated that it intends to meet expectations in this area.

Core Component 2c: The organization’s ongoing evaluation and assessment processes provide reliable evidence of

institutional effectiveness that clearly informs strategies for continuous improvement.

Since the last visit, significant new efforts are underway on our campus to develop pro- cesses and mechanisms that allow us to measure and evaluate institutional effectiveness in a variety of new areas. Our newly established Institutional Research office is central to these efforts and is working to further expand and strengthen the culture of data-based decision making on the campus.

For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* + Periodic reviews of academic and administrative subunits contribute to improve- ment of the organization.
  + The organization provides adequate support for its evaluation and assessment pro- cesses.

For these examples of evidence, there is still work to be done:

* + The organization demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness.
  + The organization maintains effective systems for collecting, analyzing, and using organizational information.
  + Appropriate data and feedback loops are available and used throughout the organi- zation to support continuous improvement.

The Institutional Research office has begun to work with different campus units to ensure that evaluation processes provide the needed evidence of institutional effectiveness by help- ing these units to develop more specific and realistic goals for their planning efforts. The new planning calendar for the campus seeks to bring together diverse forms of organiza- tional information and to integrate these data sources into an appropriate feedback loop to support continuous institutional improvement. While there is still work to be done here, the campus has demonstrated it is taking the appropriate steps to be able to meet or exceed expectations in the future.

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Core Component 2d: All levels of planning align with the organization’s mission thereby enhancing its capacity to fulfill that mission.

Our mission is central to all planning activities at IU South Bend and those activities occur so that the campus can fulfill that mission. With the adoption of a new mission statement in 2005, the campus will now carefully revise our strategic plan over the next three years to bring the plan into alignment with the new campus mission.

For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* Coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for the organization.
* Planning processes link with budgeting processes.
* Planning documents give evidence of the organization’s awareness of the relation- ships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist.
* Planning processes involve internal constituents and, where appropriate, external constituents.

For these examples of evidence, there is still work to be done:

* Implementation of the organization’s planning is evident in its operations.
* Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments.

Here again, IU South Bend is at the beginnings of this process. Within the next two years, the campus will move into the next phase of revising our strategic plan, taking into ac- count changes in our external and internal environments. The current budget realignment process will provide evidence that campus units can reprioritize our goals when faced with a changing financial climate. Here as well, the university is making progress towards eventu- ally being able to demonstrate mastery of these two goals.

## TOWARD THE FUTURE

IU South Bend’s intense focus since 2000 on mission clarification, institutional research, and strategic planning and budgeting have created a strong foundation for future development and for the difficult decisions that may well lie ahead in a climate of fiscal constraints. Still more effort will be made in the coming years to refine and analyze the data being collected in particularly critical areas: instructional costs, facilities usage, and development of academ- ic programs to meet 21st century challenges. Finding answers to our basic questions about program effectiveness, student persistence, and student learning will undoubtedly reveal still deeper and more complex questions that will require an integrated planning approach.

It is also clear from our experience in developing campus strategies that building consen- sus is critical to implementing institutional change. The transparency initiated during the most recent budget concerns, and the involvement of faculty and administrative advisory

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groups and planning councils is likely to build an even stronger base for the largest chal- lenge facing IU South Bend: setting priorities for the future that will advance our mission as a comprehensive public regional university, serving a diverse community with multiple expectations.

IU South Bend’s commitment to realizing its potential—to lead our constituents and col- leagues toward higher goals of excellence—will also be challenged by the rising costs and declining state revenues facing all public universities. The wise stewardship of public funds IU South Bend has demonstrated in recent years through clarified budgetary guidelines and broader campus engagement in the decision-making process will put us in a strong posi- tion to meet future economic and demographic challenges. National priorities are already shifting from access to higher education to access to social benefits, especially healthcare.

Shrinking pools of traditional-age students who have typically defined the targets of higher educational opportunity offer another challenge to public universities, whose fund- ing is shaped by enrollments. The campus has already set enrollment goals and identified student retention as its most pressing campus-wide concern. Our growing capacity for in- stitutional research and fiscal planning must and will be further strengthened by enhancing

the culture of assessment and evaluation at IU South Bend. While the campus will continue to be attuned to national research on teaching and learning, the coming decade will witness our new determination to gather data on our own practices and enhance our future decisions and strategies by a clearer understanding of what is working. IU South Bend must move beyond its past reticence to subject existing programs to rigorous analysis to embrace the concept of guided inquiry motivated by a commitment to quality. The campus has devel- oped substantial tools to promote such inquiry, as well as the will to focus more clearly and intelligently on our institutional practices. The coming decade calls upon us to use them.

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CHAPTER 5

MEETING CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

CHAPTER 5. MEETING CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

### ExECUTIVE SUMMARY: A LEARNING-FOCUSED CAMPUS CULTURE

Promoting student learning, affirmed in our mission documents as well as our programs, policies, and practices, is the central purpose and highest priority of IU South Bend. As a public regional university, the campus is mandated to serve a student body diverse in many respects: age, aspirations, and readiness for college study. It also is committed to be account- able for its effectiveness at developing our students’ potential to prepare for the demands

of an equally diverse society. Describing, demonstrating, and analyzing how well IU South Bend has marshaled our resources to translate priorities and purposes into policies, pro- grams, and practices is the focus of the Higher Learning Commission’s Criterion Three.

The core components of Criterion Three also emphasize the range and complexity of these efforts to enhance student learning outcomes. While the entire chapter underscores our determination to be accountable to our multiple constituencies, this is a special focus of the opening discussion on assessment. Our experience over past decades shows a steady

development and refinement of our techniques and ability to know and show what students are learning. Our progress in creating a “culture of assessment” of student learning is evidenced in planning, clarification of learning goals, and application of multiple assess- ment strategies at the course, department, and program levels. These developments have benefited from a strong partnership between the IU South Bend faculty and the administra- tion. Supported by the Vice Chancellor and Associate Vice Chancellor of Academic Affairs, the Assessment Committee (the majority of whom are faculty), has developed a process now adopted by academic departments to assess the effectiveness of the major and apply those insights to program improvement. Assessment at IU South Bend has been further advanced by the Assessment Committee’s web site, a transparent and accessible resource for education and accountability.

In a similarly faculty-driven effort, the new General Education curriculum has planned ini- tial strategies to ensure assessment of the newly-implemented core courses through student and faculty evaluations based on the program’s clearly-articulated course and program goals. Further efforts to assess General Education at IU South Bend will benefit from students’

self-reported data on the National Survey of Student Engagement (NSSE). Currently, as- sessment results have the strongest impact on the academic programs collecting and analyz- ing the data. Progress toward our ultimate goal—to integrate assessment into campus-wide strategic planning—is evident in a new dimension of academic assessment, which asks aca- demic units to identify two or three major program concerns which may be of more general concern in budgetary decision-making and strategic planning.

Other issues discussed in this chapter include our widespread efforts to promote student diversity and to offer academic support services to underrepresented students, or students who are under prepared for college in some key areas. Positive programs—making tran- sitions and “Academic Connections,” a Supplemental Instruction program, the Advance College Project, and a Summer Leadership Academy for high school seniors and college freshmen, as well as an academic student support services center (including tutoring and the Writing Center) represent significant recent campus initiatives in this area. However, the

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key to our further investments in such support services is knowing “what works”. Consid- erable future efforts to evaluate these programs in a systematic way are needed for those important decisions.

Teaching excellence has long been a hallmark as well as a faculty expectation at IU South Bend. “Excellence” in teaching has been a major factor in tenure decisions in the last five years (sometimes in combination with research and/or service excellence.) A large percent- age of faculty have won campus, university-wide, and discipline-based teaching awards, and the all-university Faculty Colloquium on Excellence in Teaching (FACET) was created by an IU South Bend faculty member and was housed on this campus until 2001.

The University Center for Excellence in Teaching (UCET) is the most comprehensive resource for faculty development, with a small but skilled staff supported by faculty partici- pation through a large advisory board. UCET’s role has expanded to encompass the mul- tiple challenges of technology, providing instruction and consultation on use of classroom equipment as well as the campus course management system (Oncourse and Oncourse CL.) UCET has also been a sponsoring site for SOTL—the Scholarship of Teaching and Learn- ing, as defined by the Carnegie Foundation for the Advancement of Teaching. The national *Journal for the Scholarship of Teaching and Learning (JoSoTL)* was founded by IU South Bend faculty members and was published here in its early years. UCET plans and hosts an annual SOTL conference, featuring national teaching experts as well as presentations on teaching from regional colleges and universities. It also supports teaching effectiveness through a va- riety of programs to develop and refine pedagogical skills and encourage faculty innovation in curriculum design through grant incentives from Academic Affairs.

Teaching excellence is also supported by the Senate Teaching Committee, and innovation in curriculum and pedagogy is supported through Curriculum Development grant incentives from Academic Affairs and travel grants supported by UCET and FACET.

Every faculty member is expected to conduct student course evaluations. These serve as guides to teaching improvement as well as evidence of performance used to determine merit raises and Trustees’ Teaching Awards. Recently, the Teaching Committee conducted a study and presented information on the variety of strategies being used for this process across

the campus. An increasing number of faculty are utilizing the web-based course evaluation process designed by one of our faculty members; while student participation rates is still of concern, student users express strong satisfaction with this system.

The Office of Instructional Technology (IT) has been highly responsive and influential in promoting student learning and effective teaching, through its mission to serve the campus computer needs, equipping offices and classrooms, and providing consultation focused on improving the use of both traditional and new teaching technologies. Start-up courses and distribution of laptops are provided by UCET.

As the IU South Bend Strategic Plan affirms, the university aspires to provide a supportive environment of learning. Campus facilities, already expanding during the previous Higher Learning Commission visit in 1999, have reached an even higher stage of development in the past seven years. Since 1999, the campus itself has become more unified: the mall is now complete, and has been enhanced by sculptures and a fountain designed by campus art-

ists. The Schurz Library’s positive campus effect was affirmed by their first self-study and

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external review. However, that review also highlighted a perennial shortage of resources to maintain and update existing facilities. The Schurz Library will also realize a long-term student learning/effective teaching goal with the opening in fall 2007 of an “information commons”—an area to promote more effective and efficient use of library media resources

—already under construction, the gift of a local philanthropist.

Expansion also brings challenges. Besides the extensive planning for a larger residential stu- dent population, there are serious problems of upkeep and maintenance of existing facilities. The Schurz Library has been struggling to overcome such issues. There is also the phenom- enon of becoming the victim of one’s success: with expanding facilities and programs and an enhanced campus climate come increasing demands for space. In particular, the scarcity

of auditorium space has become a critical factor, sending some programs off-campus when our goal is to bring the community here.

IU South Bend’s increasingly inviting physical environment has also become the site of vibrant intellectual and cultural life. The “Campus Theme”—developed as a co-curricular dimension of the new General Education curriculum, has provided an exciting focus for new activity—lectures, performances, campus forums—as well as a way to unify and refocus tra- ditional campus activities such as the American Democracy Project, Conversations on Race, and theater productions.

Our commitments to student learning and effective teaching include a concern for the stu- dent future, promoted by a variety of efforts to link students with the workplace through service learning, internships, volunteer efforts, and career/placement services. The increas- ing demands on the Office of Career Services also suggest a need for future campus plan- ning, evaluation, and investment. The recent reorganization of that office may be a step in those directions.

MEETING CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

The central mission of IU South Bend as a public comprehensive university is to promote, foster, and enlarge the boundaries of learning at all levels—for students, faculty, alumni, and the wider constituencies we serve. This chapter, and the two which follow, describe and ana- lyze the program initiatives, pedagogies, administrative and support structures, and assess- ments which define and exemplify our commitment to foster learning at all levels—through student-faculty interaction, research and scholarship, and campus-community interaction.

Chapter 5 looks closely at the wide range of programs at IU South Bend devoted to the promotion of student learning, focusing on the opportunities and outcomes for students themselves, and the challenges we have identified for the future, based on our institutional aspiration as well as on outcomes assessment. In Chapter 6, we explore the campus commit- ment to academic excellence focusing on the faculty, the curriculum, and undergraduate and

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advanced program innovations and offerings. Chapter 7 looks at institutional engagement— through programs and structures dedicated to serve our multiple constituencies both on and beyond campus boundaries. Taken together, these three perspectives define the core values and continuing purposes of Indiana University South Bend.

Core Component 3a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

# Assessing Student Learning

Since the 1990 NCA visit which flagged assessing learning gains as a concern for our cam- pus, we have made major strides in putting into place a meaningful and systematic assess- ment process to evaluate student learning outcomes. Our 1999 evaluation team recognized that there was now significant assessment activity on our campus, but retained a concern that the data gathered from assessment activities were not being purposefully used to modify or enhance the curriculum and student learning outcomes. Over the past seven years, the Assessment Committee has made a concerted effort to assist campus programs and depart- ments in closing this feedback loop. The campus has continued to make major strides in developing and nurturing a culture of assessment. There is now a well-established campus consensus that we must be able to link our planning processes, our assessment processes, and our budgeting processes. Work has begun to develop the needed processes, plans, and institutional frameworks to allow the coordination of these three activities.

IU South Bend faculty members are the backbone of assessment of student learning at IU South Bend. The Assessment Committee has always consisted mainly of faculty mem- bers and with the change in status of the committee to a joint committee of the Academic Senate and Academic Affairs, the link to the faculty was strengthened even more. At IU South Bend, faculty involvement in curricular matters is well-established and is one of the strengths of the campus.

## GUIDELINES FOR ASSESSMENT: THE ASSESSMENT COMMITTEE

At its origin in 1987, the Assessment Committee consisted of ten voting members com- posed of IU South Bend faculty and professional staff, with representation of at least six full-time faculty members, and two non-voting ex-officio members representing respective- ly the Office of Academic Affairs and IU South Bend students. The voting members were to serve two year alternating terms and were not to serve for more than two consecutive terms. In 2003, the Assessment Committee became a joint committee with the IU South Bend Academic Senate. Five of the members are now appointed by the Academic Senate and four of the members continue to be appointed by the Vice Chancellor for Academic Af- fairs ([current committee roster](http://www.iusb.edu/~sbassess/members.shtml)).

In 1998 an hourly staff member was hired to work with the committee. This person main- tains the assessment archives, keeps Assessment Committee minutes, and maintains the committee’s web site. The [website](http://www.iusb.edu/~sbassess/index.shtml), which was established in 2002, has been used as a tool for communication to the campus and the public about academic assessment at IU South Bend.

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The Assessment Committee also maintains an “Assessment Library”, a collection of books and monographs that can be checked out by interested IU South Bend faculty and program staff.

From its beginning, the IU South Bend Assessment Committee has been responsible for pro- moting and supporting the continuing development of assessment efforts at the university. The responsibilities of the committee have changed over time to include the following:

* + 1. promote and support the continuing development of assessment efforts at the uni- versity;
    2. manage the collection of assessment data from units of the university;
    3. coordinate the implementation of assessment efforts at IU South Bend;
    4. publish an annual report of assessment efforts at IU South Bend; and
    5. maintain an assessment archive.

Because of initial faculty wariness about the purpose of assessment on campus, the Assess- ment Committee has worked to ensure that assessment data is collected and reported. The committee analyzes departmental assessment reports using a rubric. Results of this analysis are posted on the committee web site.

Since one of the goals of the assessment agenda of IU South Bend was to have departments and programs report on their assessment activities, the Assessment Committee has devel- oped various reporting protocols including assessment plans, annual report forms and third year reviews. The forms and information requested have changed over the years in order to more accurately reflect HLC priorities. Following the May 2005 assessment workshop con- ducted by Barbara Walvoord, the committee implemented [new assessment plan guidelines](http://www.iusb.edu/~sbassess/planguid.shtml) and a [new annual report](http://www.iusb.edu/~sbassess/plannofrills.shtml) and third year assessment forms.

##### Annual Assessment Reports

Annual assessment report forms have evolved from a “forced choice” format to a narrative report. This change was needed to get information with more breadth and depth from de- partments and programs. From 1995–2002, the [form](http://www.iusb.edu/~hlc/Criterion%203/Annual%20form%202003-2004.doc) solicited information about the tech- niques used by departments in assessing students, based on five generic educational objec- tives outlined by the North Central Association:

1. Discipline specific knowledge and skills;
2. Personal development and career preparation;
3. Basic academic success skills;
4. Academic values; and
5. Higher order thinking skills.

Student achievement was rated overall as being NOT as well as expected, AS well as expect- ed, BETTER than expected, or No information available.

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In 2002, the committee developed an alternative, more [narrative form](http://www.iusb.edu/~hlc/Criterion%203/Annual%20form%202001-2002.doc) to add questions that required faculty to reflect on how the assessment results were analyzed and recorded, how assessment procedures had changed during the year, how assessment ties into departmen- tal strategic planning, and any program changes resulting from assessment analysis. In the [2002–2003 form](http://www.iusb.edu/~hlc/Criterion%203/Annual%20form%202002-2003.doc), departments began to specifically be asked, “How are your assessment re- sults tied to your budget or budget requests?” In 2003–2004, the committee added addition- al questions to the [form](http://www.iusb.edu/~hlc/Criterion%203/Annual%20form%202003-2004.doc), including, “What specific educational goals does your program have for its students?” and dropped the five earlier educational objectives in favor of focusing on the Higher Learning Commission’s emphasis on student outcomes. To simplify reporting procedures, in 2005–06, the committee began sending a [shorter form](http://www.iusb.edu/~hlc/Criterion%203/Annual%20form%202005-2006.doc) via email that is based on Barbara Walvoord’s departmental plans, and consists of four questions, including, “What are two concerns about student learning you identified this year?”

##### Third Year Reviews

A new set of [third year review guidelines](http://www.iusb.edu/~sbassess/thirdformat.shtml) went into effect in 2006, including new questions such as “How were assessment data and results shared with faculty, students, administration and alumni? And “In one paragraph, please summarize the most important impacts of the assessment of student learning on the program.” The Assessment committee requests this information in writing in late March and responds to the program with analysis based on an [evaluation rubric](http://www.iusb.edu/~sbassess/thirdrubric.shtml) which was developed in 2005. The Assessment Committee then holds review sessions in May of each year, which program representatives attend. The committee does not require a department to submit an annual report in the year they are scheduled for a third year review.

Compliance in reporting to the Assessment Committee is of continued concern. The com- mittee can encourage, request, and remind academic units to turn in information, but there is ultimately no penalty for those who do not comply. The chart [Annual Reports Received](http://www.iusb.edu/~hlc/Criterion%203/annual%20reports.doc) shows the percentage of annual reports received from 2001–2005 with specific departmental information. As assessment data become part of the campus planning and budgeting efforts, lack of compliance with assessment should cease, since budget requests will need to be justi- fied by providing data to illustrate the benefits the campus will accrue by making a particu- lar program investment.

## NURTURING THE CULTURE OF ASSESSMENT AT IU SOUTH BEND

The Assessment Committee has continued to pursue means through which faculty can be provided opportunities for continued learning in the area of assessment. For the past five years, the office of the Vice Chancellor for Academic Affairs has been funding division and program representatives to attend the annual Assessment Institute in Indianapolis and the Higher Learning Commission meetings in Chicago. The Assessment Committee was in- strumental in the planning and provision of a workshop on assessment planning presented by Barbara Walvoord from the University of Notre Dame. Forty department and program representatives attended the 8 September 2005 general workshop. Afterwards members of the General Education Taskforce, Assessment Committee members, the Vice Chancellor for Academic Affairs, and two representatives from the Self-Study Committee met to discuss as- sessment in general education. Concluding the day, thirty members of the Self-Study Com- mittee, the Chancellor’s Cabinet and Academic Cabinet met with Dr. Walvoord to discuss the accreditation process.

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In September 2006, the Assessment Committee sponsored a workshop on capstone courses in order to provide an opportunity for IU South Bend faculty to explore and develop cap- stone courses as assessment tools. Among the twelve participants from eight campus depart- ments, some came with fully developed capstone courses, while others were at the beginning stages of considering one. Feedback from the workshop shows that the information present- ed and the discussions proved useful to the participants in thinking about their courses. Sev- eral of the participants commented that they will enhance aspects of their capstone courses that can be used for assessing student learning and the program curriculum.

The Assessment Committee also runs an [assessment grant program](http://www.iusb.edu/~sbassess/grants/granhome.shtml) which provides oppor- tunities to develop, implement, and evaluate innovative assessment programs for IU South Bend academic departments. Initially, applications for assessment grants were accepted twice each year; once in the fall and once in the spring. Beginning November 2006, the committee shifted to a policy of accepting applications at any time and continuing to accept applications until funds for the year were all committed. Throughout the years, grants have been awarded for a broadly diverse group of projects to many of the departments and programs across the University. The [Grant Summary Chart](http://www.iusb.edu/~hlc/Criterion%203/Grant%20Summary.doc) depicts the department/program that received fund- ing, the funded amount, and the year for the history of grant awards. [Grant award informa-](http://www.iusb.edu/~sbassess/grantold.shtml) [tion](http://www.iusb.edu/~sbassess/grantold.shtml) is available on the Assessment Committee website for 2002-forward.

The Assessment Committee members review the grant proposals, complete an evaluation form, and meet to discuss the proposals and make award recommendations. This feedback is then provided to the office of the Vice Chancellor for Academic Affairs for final decisions.

The information solicited in the request for proposals as well as the evaluation criteria for these proposals has changed throughout the years. [Final grant reports](http://www.iusb.edu/~sbassess/grants/granhome.shtml) can be viewed online (see links near bottom of page). For example, in the Department of Computer and Infor- mation Sciences, their faculty identified a need to develop a tool that could be used to both assess how well graduates of the program are prepared to enter the workforce or to con- tinue with graduate education and to help identify deficiencies in the backgrounds of new students entering the department’s graduate program. The grant funded the development of this tool, a comprehensive assessment examination. In their final report, department members analyzed the results from the first use of the exam and discussed future plans for this tool.

## LEVELS AT WHICH ASSESSMENT OCCURS

##### University-Level Assessment

While pockets of assessment reporting exist at the institutional level, this area is only beginning to be developed. In 2004, the campus hired a Director of Institutional Research after a lengthy vacancy in that position, and improvements in institutional assessment of student learning are beginning. The office has recently expanded with the addition of an Institutional Research Analyst, hired in July 2006. Besides creating a reporting and assess- ment information system for the institution that is user-friendly, this individual assists the Director of Institutional Research in providing information and analysis for the evidentiary decision-making process at IU South Bend. Following the arrival of the new director, the campus immediately began participating in NSSE ([National Survey for Student Engage-](http://www.iusb.edu/~iusboir/NSSE.shtml) [ment](http://www.iusb.edu/~iusboir/NSSE.shtml)), and the related FSSE (Faculty Survey for Student Engagement) and BCSSE (Begin- ning College Survey for Student Engagement) so there are some student engagement results

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that can be analyzed in terms of student learning. The institution hopes to build a longitudi- nal set of data based on data from these instruments.

In addition, IU South Bend recently participated in IPAS, the [Indiana Project for Academic](http://www.indiana.edu/~ipas1/home.shtml)  [Success](http://www.indiana.edu/~ipas1/home.shtml). IPAS was a three year project funded by the Lumina Foundation that started in 2003 and provided support for the analysis of student persistence on several demographic dimensions. Systemic problems with the project caused efforts to flounder, and only a few efforts to assess student learning and success remain as a result. The IR office has used

this project as a springboard to develop some assessment of the U100 students who enter IU South Bend on probation. The project may eventually lead to assessment of other early courses, and perhaps even be applied to the assessment of general education. The Institu- tional Research Office has plans to assist the School of Education with building their Unit Assessment System, using either LiveText or other internally designed tools. The office has also been exploring the utility of standardized assessment measures for examining critical thinking and other general education skills and student learning outcomes.

The campus has long struggled with the problem of assessment of general education, in part because campus assessment was centered for many years on departments and academic majors. Each department has been responsible for assessing its own major program, which at first produced only indirect clues about the strengths and weaknesses of the general education courses offered in a particular department and of the campus’s array of general education requirements, which varied from school to school. The new General Education curriculum, required of all IU South Bend students regardless of their major, allows the campus to begin meaningful and comprehensive assessment of general education. As the General Education Director and Implementation Committee have been engaged in work- ing with academic units to correlate old and new General Education plans and to coordinate interdisciplinary course offerings, they have also begun addressing how to assess the new General Education curriculum.

A preliminary [General Education assessment plan](http://www.iusb.edu/~hlc/Criterion%203/GE%20Plan.doc) was submitted to the Assessment Com- mittee in May of 2006. The plan has these two components: 1) Learning objectives for the overall General Education curriculum, with a link to the overall General Education plan that covers learning objectives for many of the specific courses offered, and 2) Two differ- ent strategies for evaluating component courses. For courses that are primarily taught in one academic unit, those units either have developed or are in the process of developing a specific measure to assess student learning. One example of this is the Introduction to In- formation Literacy course, Q110, which uses a pre- and post-test format to measure student learning in the course. For courses that are offered in an interdisciplinary manner, such as the four Common Core courses, a [teacher survey](http://www.iusb.edu/~hlc/Criterion%203/GEI%20form.doc) and matching [student survey](http://www.iusb.edu/~hlc/Criterion%203/GEI%20form.doc) measure both the student’s perceived learning relevant to the course objectives as well as the instructor’s analysis of student learning.

The General Education Implementation Committee is also examining a variety of measures that will assess student learning outcomes for the overall objectives of the General Educa- tion curriculum. The measures being examined are exit surveys and interviews, correlating NSSE results to our learning objectives, alumni surveys and standardized testing measures. One of the difficulties in assessing the knowledge students have gained in the General Edu- cation portion of the curriculum at IU South Bend is that thirty-five to forty percent of our

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students enroll part-time and may not take all the General Education courses during their first two years. In addition, many students transfer to campus already having taken courses that meet general education requirements elsewhere. The General Education Implementa- tion Committee will be working with the Director of Institutional Research to determine the best time to assess student learning in courses in this curriculum.

##### College-Level Assessment

All academic units participate in external program reviews on a cyclical basis (see the [Aca-](http://www.iusb.edu/~sbassess/acamaspl.pdf) [demic Master Plan](http://www.iusb.edu/~sbassess/acamaspl.pdf)). The “[Procedures for Program Review](http://www.iusb.edu/~acadaff/vcaa/review.pdf),” require that assessment of stu- dent learning be included in all such reviews. The unit’s self-study must include a summary of findings from the third year assessment reviews, previous program reviews and support- ing information such as course syllabi, final examinations; description of changes in the pro- gram since the last review and of changes that are a result of the assessment reviews; and evidence of the extent to which goals are being met. Other questions to be addressed in the self study include: What are the students learning? Is the curriculum of the unit consistent with the unit’s mission? These external program reviews are reviewed at the department and Dean’s level and are advisory in nature.

##### Program and Department-Level Assessment

Every department or program has developed its own internal mechanisms for reviewing assessment information and acting on it. Because of annual reporting requirements for the Assessment Committee, every department is reviewing its graduating majors on an an- nual basis. As departments or programs note deficiencies, they take action to correct the problems they identify. For example, some programs, noting that students appeared weak in their writing skills in upper-level courses, decided to introduce more writing assignments and writing practice into introductory courses. Various programs have also worked with the Student Academic Support Center over the years to collect data on student performance on

placement tests and their subsequent performance in courses in order to assess learning. For example, students placed in the X100 or X101 developmental Reading courses have raised their reading levels two to three grade levels after completing the courses (see [Education](http://www.iusb.edu/~hlc/Criterion%203/EDUC%20Data.doc)  [X101 study](http://www.iusb.edu/~hlc/Criterion%203/EDUC%20Data.doc)).

##### Course-Level Assessment

At IU South Bend, instructors are expected to administer course evaluations in every class at the end of each semester. The format of these evaluations varies among the various col- leges and schools and even among departments within a single college. The Teaching Com- mittee of the Academic Senate conducted a survey of current teaching evaluation practices used in colleges, schools and divisions during the 2004–05 academic year, and reported to the [Academic Senate on 9–16–05](http://www.iusb.edu/~sbas/2005Sep16.doc). They found that forty-three percent of respondents use

a traditional paper or scantron evaluation form, thirty percent use email, and twenty-seven percent use other forms of evaluations. To administer the evaluations, fifty-two percent of respondents used students, twenty-four percent did it via the web, sixteen percent have a staff member administer it and six percent use another faulty member. Thirty-six percent of respondents reported that their forms had been revised in the last two years, twenty- eight percent made revisions in the last three to five years, twenty-eight percent revised

within six to ten years, and six percent last made revisions more than ten years ago. In terms of intended uses, twenty-eight percent of respondents intend to use the results for faculty

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advancement, twenty-two percent use them for program improvement, seventeen percent for salary decisions, eleven percent for annual reviews, eight percent for program review and six percent for consideration for teaching awards.

Additionally, many units on campus have phased in a new online course evaluation system, [IU-EVAL](http://www.eval.iusb.edu/about.php), developed by the Department of Computer Science at IU South Bend in 2004. IU-EVAL is used by the College of Liberal Arts and Sciences, Nursing and Health Profes- sions, Education, the Library, and some sections of courses taught in Business and Econom- ics and Fine Arts; in all about seventy percent of student credit hours are being evaluated using this system. Initial analysis of results for IU-EVAL indicated that scores remain about the same but that the student response rate was lower with online evaluations unless incen- tives were used for completion.

Course evaluations are used to partially determine renewal of contracts for tenure-track and non-tenure-track positions. Teaching evaluations are less likely to be directly linked to evidence of student learning or used for specific course or program improvement purposes. This is an area for potential growth in assessment of teaching effectiveness and the use of course evaluations.

##### Student Affairs Evaluation

Currently there are no formalized procedures in place for evaluation of the various Student Affairs units (such as the Writing Center, Academic Learning Services, Disabled Student Services, and Multicultural Enhancement) and their impact on student learning outcomes. This is an area of assessment that the campus will be working on developing further, with the assistance of the Office of Institutional Research.

##### Extended Learning Services Assessment

Extended Learning Services (ELS) consists of Continuing Education Services, Distance Learning Services and Off-Campus programs. ELS is a member of the National Univer- sity Continuing Education Association, which is currently addressing issues of evaluation and assessment of course offerings at the national level. ELS is following this activity and is highly attuned to assessment because of the profit-making nature of the enterprise. In particular, Continuing Education course offerings must be responsive to community needs and be highly flexible in adapting to new technologies and trends in the industries that they serve. Each of the ELS areas will be discussed briefly in terms of assessment.

Continuing Education Services offers primarily training and development courses to meet the needs of businesses, some of which carry continuing education units (CEUs), and per- sonal interest courses for individuals in the community. All Continuing Education courses have stated learning objectives and all students complete some sort of survey at the end of the course, many of which are based on the stated learning goals. In the case of the personal interest courses, these are primarily satisfaction surveys. Until recently, this data has been kept in print form in the unit’s offices. A database is currently being developed so that this information can be more readily accessed for analysis. Extended Learning Services program managers review all course surveys and routinely make changes in course offerings, instruc- tors and/or course content in response to these surveys, as well as to suggestions made

by the businesses that they serve. Some of the Continuing Education course offerings are online and are offered in modules or in comprehensive programs leading to national certifi-

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cations. In those modules, students must satisfactorily complete testing before a new module is released to them and must pass a final exam to receive a certificate of completion. Testing for national certification is included in the comprehensive programs.

In the case of the two credit programs, the Montessori Teacher Academy, and the Paralegal Certificate Program, assessment is more rigorous and intensive. The Montessori program has specific learning outcomes and competencies for students and evaluation and retention statistics must be reported to their accrediting agency. The Paralegal program certificate

is issued by the IU School of Continuing Studies. Student learning and course content are continually reviewed by an advisory board consisting of faculty members and area law and business professionals to ensure currency and relevancy to the profession. This board meets biannually.

Distance Learning is coordinated under Extended Learning Services, and consists of courses offered in a variety of learning formats by the individual schools at IU South Bend. As such, the course assessment is done at the school or program level. As distance learning initiatives increase, Extended Learning Services will need to work to coordinate assessment activities that ensure that courses offered via distance learning are equivalent to those of- fered face to face by the institution.

Off-campus courses are offered in two nearby communities: Elkhart and Plymouth. In both cases, coordinators work with IU South Bend schools to ensure adequate course offerings to off-campus students. As with distance learning courses, off-campus course offerings are housed in individual schools or programs and are assessed at that level.

## MEASURES OF STUDENT LEARNING

Academic units at IU South Bend use a variety of tools to assess student learning. The As- sessment Committee has created a [chart to outline the methods used](http://www.iusb.edu/~sbassess/techchar.pdf). The methods vary by department and are chosen by the faculty to best fit the particular discipline and learning objectives. The assessment techniques are analyzed using [the third year review evaluation](http://www.iusb.edu/~sbassess/thirdrubric.shtml)  [rubric](http://www.iusb.edu/~sbassess/thirdrubric.shtml); the [2006 report](http://www.iusb.edu/~sbassess/Third%20Year%20Reviews/Summaries/thrsum06.shtml) shows scores on the various components range between 2.3 and 3.3 on a scale of 4.0, with 4.0 being the best. Departments continue to work to improve their assessment methods and to include a variety of both direct and indirect measures. Examples of some direct measures of student learning utilized by departments and programs are: Course-embedded assessment (e.g. exams, essays), student portfolios, theses/final projects, standardized tests, and mid-course review. Examples of some indirect measures of student learning utilized by departments and programs are: course evaluations, graduating exit sur- veys, employer surveys, alumni surveys, and post graduation outcomes for undergraduates and graduates (e.g., professional employment or promotion, graduate school placements).

## ASSESSMENT AND CONTINUOUS IMPROVEMENT

Since 2004, the Assessment Committee has kept a [chart of types of assessment methods](http://www.iusb.edu/~sbassess/summchart.pdf) used by reporting programs and the program improvements made as a result of assessment results. Since 2003, academic units have been asked to include learning objectives for their programs in the unit assessment plan. Academic units report on the results of assessment related to the objectives in their third year reviews, which are evaluated based on a [rubric](http://www.iusb.edu/~sbassess/thirdrubric.shtml) that measures, among other things, the presence and quality of student learning outcome

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statements. For the most part, academic units are including learning objectives in their as- sessment plans. Many departments need improvement in making these learning objectives more measurable and quantifiable.

## NSSE AND STUDENT LEARNING

A newer form of evaluating teaching at IU South Bend is the use of National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE). In gen- eral, IU South Bend scored lower than its peer institutions on four of the five benchmark areas of the NSSE at the freshman level: active and collaborative learning, student-faculty interaction, enriching educational experiences, and a supportive campus environment. At the senior level, IU South Bend scored lower on active and collaborative learning, enriching educational experiences, and supportive campus environment in 2005 but scored higher than its peers on student-faculty interaction and enriching educational experiences. “Level of academic challenge” was the one area in which IU South Bend was approximately equal to its peer institutions (see Table 5.1 for selected results from the NSSE survey).

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NSSE Benchmarks | First-Year Students IU South Bend | | First-Year Students Carnegie  Peers | | Senior Students IU South Bend | | Seniors Carnegie Peers | |  |
|  | 2005 | 2006 | 2005 | 2006 | 2005 | 2006 | 2005 | 2006 |
| Level of Academic | 51.0 | 50.7 | 51.7 | 50.0 | 55.6 | 54.8 | 56 | 54.8 | Table 5.1 Selected Results from the 2005 and 2006 National Survey of Student Engagement for First- Year and Senior Stu- dents at IU South Bend and Carnegie Peers (Source: NSSE Bench- mark Comparisons for IU South Bend, 2005 and 2006 ) |
| Challenge |  |  |  |  |  |  |  |  |
| Active and Collabora- | 37.5 | 35.6 | 42.5 | 40.3 | 48.2 | 48.5 | 52.2 | 49.9 |
| tive Learning |  |  |  |  |  |  |  |  |
| Student-Faculty | 30.6 | 28.6 | 33.9 | 31.3 | 42.3 | 41.1 | 43.6 | 39.5 |
| Interaction |  |  |  |  |  |  |  |  |
| Enriching Education- | 20.8 | 20.1 | 26.8 | 23.6 | 36 | 35.7 | 40.4 | 34.4 |
| al Experiences |  |  |  |  |  |  |  |  |
| Supportive Campus | 54.2 | 55.6 | 60.1 | 58.6 | 54.2 | 54.9 | 58 | 56.9 |
| Environment |  |  |  |  |  |  |  |  |

Some of these results are not surprising. The low involvement in extracurricular activi- ties reflected in the enriching educational experiences first year score of 20.8 may reflect low levels of involvement that students bring with them from high school, as seen in our Beginning College Survey of Student Engagement (BCSSE) results from 2005. Beginning students reported that they participated a median one to five hours a week in co-curricular activities in high school. Forty-one percent of the respondents were not involved in any extracurricular activities. Of the remaining fifty-nine percent of respondents, thirty-six percent were involved in one activity, thirteen percent in two, five percent in three, three

percent in four and only two percent in five or more activities. There is a significant increase in campus involvement as students move from their first year to their senior year. This is all the more remarkable when one considers that forty-one percent of our first year students (forty-eight percent of our seniors) are working twenty hours or more each week while at- tending school, unlike our peer master’s institutions where only fifteen percent of first year students and thirty-three percent of seniors are working twenty or more hours each week.

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Since NSSE results for only 2005 and 2006 are available at present, it is difficult to draw conclusions about teaching effectiveness. However, as the new general education curriculum is implemented, we will want to monitor whether more first-year students report higher levels of active and collaborative learning, student-faculty interaction and enriching educa- tional experiences.

The [comparison of NSSE and FSSE items](http://www.iusb.edu/~iusboir/FSSE/Results/FSSE%202005%20NSSE%20Comparison%20(IU%20South%20Bend).pdf) (the student and faculty perspective on similar learning and engagement issues) from the first year revealed some interesting results. For example, some items are in alignment, such as “Work with classmates outside of class to prepare class assignments”, which twenty-seven percent of faculty rated as “important” or “very important” for lower division students and forty-seven percent for upper division stu- dents. Lower division students and higher division students ranked the same item twenty- five percent and forty-three percent, respectively. Another item showed a disparity of faculty and student views on engagement: “Synthesizing and organizing ideas, information, or expe- riences”. Faculty answered that eighty-six percent and eighty-four percent of lower division and upper division students, respectively, would use the skill in their courses “very much” or “quite a bit.” From the student perspective, sixty-two percent of freshmen and seventy-three percent of seniors said their instructors emphasized this skill “very much” or “quite a bit.”

## COMMUNICATING RESULTS

##### Availability

Over the past three years, the Assessment Committee has focused on communicating the assessment activities of the University. As part of these efforts, annual reports, third year reviews, and assessment grant final reports are posted on the committee’s web page. The in- tent of this protocol is to make other departments and programs across the University more knowledgeable about assessment activities and encourage the use of this information in the development and implementation of their own assessment activities.

Assessment results in the form of program annual reviews and third year reviews are made available from 2004 forward on the Assessment Committee website, which is publicly acces- sible. Prior annual reports are available in print in the Assessment Committee Office. The posting of these reviews is a relatively new practice, and needs to be expanded to individual academic unit and department websites, where students are more likely to find them. The Assessment Committee also evaluates the communication of assessment results as a part of the third year review in the evaluation rubric, in the Constituencies and Record keeping and Dissemination sections. The average score in 2005 for Constituencies was 2.3 on a 4.0 scale (with 4.0 being best) and the average score in 2005 for Record keeping and Dissemination was 2.0 on the 4.0 scale. For 2006, the Assessment Committee added a question to the third year reviews that asks directly: “How were assessment data and results shared with faculty, students, administration and alumni?” which should contribute to continued improvement in this area.

##### Accountability

As shown in the [Assessment Techniques chart](http://www.iusb.edu/~sbassess/techchar.pdf), many departments use measures such as licensing exam pass rates, graduate school acceptance, employer surveys and placement rates to assess student learning. Many schools have accrediting boards, including the School of Education (NCATE), the School of Nursing (CCNE), the School of Business (AACSB),

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Dental Assisting (ADA), and Radiography (JRCERT), which require that assessment results be reported.

##### Review

Since the Assessment Committee is a joint committee of the Academic Senate and the Office of the Vice Chancellor for Academic Affairs, Assessment Committee procedures are officially reviewed by both entities. While the Assessment Committee is composed primarily of fac- ulty members, the Associate Vice Chancellor for Academic Affairs is ex officio on the Assess- ment Committee as the official representative of the Office of Academic Affairs. In addition, Academic Affairs provides hourly clerical assistance to the Assessment Committee.

## ASSESSMENT AND PLANNING: CLOSING THE GAP

Academic units have made significant progress in continued improvement in assessing their own programs and making changes based on student learning outcomes. However, work remains to be done in incorporating university-wide assessment outcomes into the decision- making ladder so that our strategic planning and budgeting decisions are based on knowl- edge of what is working and not working on the campus to support and enhance student learning. The third year review forms ask questions about assessment procedures and changes made based on results, and the annual report form for 2006 now asks these ques- tions: “What has your program done with assessment information this year? (i.e. commu- nicated results to faculty, staff, alumni and students, made changes in the curriculum, made changes in the budget, added new courses)” and “What are two concerns about student learning you identified this year?” The Assessment Committee plans to review the latter question in particular for similarities between programs in order to bring relevant assess- ment issues to the Administration for use in strategic planning and budgeting decisions.

While this latest annual report question is another attempt by the Assessment Committee to help affect those changes, the campus needs to develop a systematic way to analyze assess- ment results and make it a standard practice to utilize that data in strategic planning and budgeting decisions.

Core Component 3b: The organization values and supports effective teaching

# Supporting Effective Teaching

The faculty members of IU South Bend are distinguished by their commitment to teaching excellence and are actively engaged in all levels of curriculum design, implementation, and oversight of the campus directions for curricula. Infrastructure is in place to actively sup- port and encourage experimentation in new teaching methods and course content. From the implementation and design of campus-wide general education requirements to specific course related issues, faculty have input and involvement in all aspects of curricular and instructional matters.

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Faculty members have primary responsibility for oversight of curriculum development throughout the campus. The [Academic Senate Curriculum Committee](http://www.iusb.edu/~sbas/curriculum/indexCU.shtml) as well as curriculum committees at the College, School or Divisional level serve in the following capacities:

1. Maintain the institutional history of the curriculum committee by maintaining archives of past curriculum decisions for record purposes and for consultation for future decisions;
2. Consider and vote upon all new courses, programs, degrees, certificates, and minors offered at IU South Bend and upon all changes within current ones involving course numbering, titles, credit hours, grading options, and descriptions;
3. Enhance communication among the different academic units in terms of proposed changes that will affect both current and future programs, especially as they increas- ingly use resources that cross academic unit boundaries;
4. Oversee the curriculum development process.

Faculty members are also involved in instructional matters on campus. One way is through the [Academic Senate Committee on Teaching](http://www.iusb.edu/~sbas/teach/indexTE.shtml), which develops standards of teaching excel- lence and promotes the use of evidence of teaching performance for constructive self-criti- cism by teachers and for the reward of good teaching by the University.

Since faculty implement the curriculum and use instructional materials and methods, it is appropriate that faculty members are involved in design and implementation decisions. IU South Bend has several formalized levels of faculty and peer review for curricular changes, and yet maintains flexibility in procedures when large, campus-wide profound changes are proposed (e.g. General Education requirements). Support is available through the Univer- sity Center for Excellence in Teaching to explore new pedagogies, and open communication among faculty facilitates design of interdisciplinary courses and team teaching. Current rapid turnover of committee members on some curriculum committees could be improved to decrease the learning curve for efficient operation of these committees. Overall, faculty members at IU South Bend enjoy significant and meaningful involvement in curriculum and instructional matters.

### UNIVERSITY CENTER FOR ExCELLENCE IN TEACHING [(UCET)](http://www.iusb.edu/~ucet/)

Established in July 1998, UCET’s mission is to enhance student learning by providing op- portunities for faculty discovery, feedback, reflection, support and collegiality through:

* + A broad spectrum of ideas and strategies, including innovative and alternative methods of instruction
  + Strategies and support for assessment of teaching effectiveness and student learning
  + Services such as confidential consultations, workshops, mentoring programs and conference funding
  + Access to teaching technology and training
  + Opportunities for university-wide dialogue on teaching and learning
  + Overall support for the strengthening of teaching and learning on the IU South Bend campus

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UCET services are offered through a combination of short-term and long-term activities that engage faculty in collegiality, reflection, and self-improvement. The services provided are voluntary (and confidential, when appropriate).

The UCET Director is responsible for overseeing UCET operations, in addition to provid- ing some direct services such as workshops and consultations. She is responsible for man- aging several UCET programs such as New Faculty Orientations, Classroom Feedback, Teaching Circles, and Teaching/Learning Partners. In addition, UCET employs a full-time secretary, an Instructional Technology Specialist (hired in 2005) and an Instructional Strate- gies Consultant (hired in early 2006). These changes put UCET’s staffing on a level similar to those at the other Indiana University Teaching Centers. Funding for UCET is primarily provided by Academic Affairs, except for the salary for the Instructional Technology Spe- cialist position, which comes from the University Information Technology System (UITS). The Director of UCET works with an Advisory Board of thirty-nine full and part-time faculty, staff, and administrators.

The [Advisory Board](http://www.iusb.edu/~ucet/advisors.shtml) meets twice a year to review operations and to assist in UCET activi- ties such as mentoring, program planning, and workshop presentations. The Board’s smaller Executive Committee (five current and one retired faculty member and the director) pro- vides advice and feedback on an as-needed basis. Approximately two Advisory Board posi- tions change each year. In addition to the Advisory Board, UCET staff members interact with a number of other professional organizations in order to provide the best support and resources they can to IU South Bend faculty. The Indiana University Teaching Center staff members meet monthly via video conference, and have two face-to-face meetings per year.

The UCET Director and professional staff members belong to the Professional and Organi- zational Development Network in Higher Education (a national organization that connects faculty development leaders); they have presented at PODNHE annual conferences and utilized their resources in programs on our campus.

IU South Bend administrators are involved in UCET operations and activities. The Director of UCET reports to the Associate Vice Chancellor for Academic Affairs. The Associate Vice Chancellor is a member of the UCET Advisory Board. The Vice Chancellor for Information Technology is also on the board, and the Center director meets with her as needed to update her on policy and procedures issues. Many of the workshops at UCET are attended by the Deans (notably CLAS, Business and Economics, Nursing and Health Professions), and they pass on information to their faculty about events and activities at the center. UCET arranges the monthly breakfast meetings of faculty with the Chancellor. The UCET Director serves on the Distance Learning Policy subcommittee, established in 2006, with the Vice Chancel- lor of Information Technologies, Associate Vice Chancellor for Graduate Programs and Sponsored Research, and Director of Extended Learning Services. These individuals will work closely with faculty on developing the new distance learning initiatives for our campus.

UCET sponsors a number of faculty development opportunities each year. Some of the most enduring and successful programs are: [new faculty orientation](http://www.iusb.edu/~ucet/newfaculty.shtml), [teaching circles](http://www.iusb.edu/~ucet/teachcircle.shtml), a [classroom observation feedback program](http://www.iusb.edu/~ucet/classobs.shtml), a [tenure dossier preparation workshop](http://www.iusb.edu/~ucet/portfolio.shtml), and [teaching/learning partnerships](http://www.iusb.edu/~ucet/talp.shtml) (see discussion later in this section). Besides these regularly scheduled activities, UCET also holds a series of workshops that address a variety of topics related to teaching and professional development. Recent examples include Classroom Civil-

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ity, Best Practices, Blogs, Electronic Portfolios and Online Teaching and a series on Support for At-Risk Students. In 2006, UCET and the campus Faculty Colloquium on Excellence

in Teaching (FACET) group began a more formal “learning community” based on com- mon interests among junior and senior faculty. Finally, the UCET Director is often able to “connect” people who are interested in certain topics, such as service learning, teaching with technology, or the scholarship of teaching and learning.

In addition to these ongoing projects, UCET also provides a number of faculty development resources such as a high-tech meeting room, library materials related to teaching, diversity and assessment, a faculty workroom for completing teaching-related technology projects with a consultant nearby, a collection of successful tenure, promotion and teaching award dossiers, staff support for teaching with technology, online resources and materials, and teaching technology resources including a technology desk, a smart board, video capabili- ties, laptops and projectors, a data link scanner for course evaluations and test scoring, and classroom clickers (electronic student response system). Faculty members are able to experi- ment and work with the technology with UCET staff nearby to consult if problems arise.

As the above makes clear, UCET is central to our campus teaching-learning process.

UCET evaluates all of its workshop sessions by asking participants to comment on the content of the workshop, how it was presented, whether they will use the information provided, and whether the workshop was worth attending. Participants are also asked how the workshop could be made more effective. The response rate captures the majority of the participants, and the “strongly agree” and “agree” scores predominate. Beginning in 2006- 07, quantitative scores were calculated for each workshop. Additionally, an overall evalua- tion of UCET services has been developed and beta-tested, using the IU-EVAL electronic system. This was analyzed, revised, and then tested with a large sample of faculty in Spring 2007. The survey had a twenty-seven percent return rate. Of the 135 respondents, eighty- two were tenured or tenure-track, twenty-nine were lecturers, and twenty-four were as- sociate faculty. Most reported being somewhat familiar with the services available through UCET. In terms of UCET’s effectiveness at addressing issues of faculty development at IU South Bend, sixty respondents saw it as highly effective, fifty-one as somewhat effective, and twenty-two didn’t know. In terms of its effectiveness in addressing issues of teaching and learning on campus, fifty-seven respondents reported it as highly effective, fifty-four as somewhat effective, and twenty-two didn’t know. There was considerable interest in UCET offering opportunities related to classroom instruction strategies (including active learning, project-based learning, learner-based outcomes) and teaching with technology (over eighty respondents interested in each). The next highest category of interest was offerings on the scholarship of teaching and learning with sixty-five respondents checking this. Workshops

were by far the preferred mode of participation (102 respondents), with informal discussions

over coffee or lunch with colleagues (seventy respondents) next. In their comments, several people noted the challenges of finding the time to attend UCET events.

An additional measure of success of a teaching center is how frequently its services are actually used and who is using the services. The Visits by Rank chart (Figure 5.1) shows that the majority of visits were by assistant professors, with associate professors second, fol- lowed by staff and lecturers. It is not surprising that assistant professors continue to be the most frequent visitors, since many of the programs, such as orientation and the Promotion, Tenure, and Reappointment mentor group, are designed especially for them. However, the

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number of visitors who hold the rank of associate and full professor continues to increase. This is an indicator of the acceptance and growth of UCET on the campus. Both new and established faculty are seeking improvement in their skills and learning to use current tech- nology in their teaching.

Figure 5.1 Visits by Rank to UCET 2001-2005 (Source:

UCET Annual Reports)

250

200

150

100

50

0

Visits by Rank

**2001**

**2002**

**2003**

**2004**

**2005**

The following figure (Figure 5.2) describes UCET visits by unit for consultations. These tallies count each visit to UCET, thus someone visiting several times would be counted each time. This chart shows that UCET continues to attract faculty from all units of campus, in numbers roughly proportional to unit size.

Figure 5.2 Visits by Unit to UCET, 2001-2005 (Source:

UCET Annual Reports)

350

300

250

200

150

100

50

0

Visits by Units

**2001**

**2002**

**2003**

**2004**

**2005**

**ASSOC**

**ASSISTANT**

**ADJUNCT**

**FULL**

**LECTURER**

**VISITING**

**STAFF**

**OFF CAMPUS**

## SCHOLARSHIP OF TEACHING AND LEARNING AT IU SOUTH BEND

**LAS**

**B&E**

**EDUC**

**SPEA**

**ARTS**

**LIBRARY**

**HEALTH**

**SOCIAL WORK**

**PROSTAFF**

**OTHER**

In our 2005 Strategic Plan, IU South Bend reiterated our commitment to continuing to fos- ter the scholarship of teaching and learning on our campus. It is a commitment that has its roots in the development of our campus teaching excellence center back in 1998.

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Since its beginnings, UCET has played a major role in efforts to encourage the scholarship of teaching and learning on our campus and beyond. This has included collaboration to launch a new journal, to house and chair a new conference, and to encourage conversations on the scholarship of teaching and learning through workshops for faculty.

The inaugural [Midwest Regional Conference on the Scholarship of Teaching and Learning](http://www.iusb.edu/~ucet/sotl_2007.shtml)  [(SoTL)](http://www.iusb.edu/~ucet/sotl_2007.shtml) was held on our campus April 14, 2000. The planning committee brought together representatives from five area colleges and universities and over one hundred conference at- tendees were drawn from local post-secondary institutions, as well as institutions in Michi- gan, Ohio, Illinois, Colorado and Louisiana. Since that time, the conference has become a yearly event and continues to draw attendees from throughout the region, as well as bring- ing some of the best American scholars working in this area to the campus, among them, Dr. Craig Nelson, Carnegie Professor of the Year; Dr. Harvey Bender, a Pew Scholar; Dr.

Barbara Cambridge, Vice President of the American Association for Higher Education; Dr. Dennis Jacobs, Carnegie Professor of the Year; Dr. Kathleen McKinney, Carnegie Scholar and Cross Chair in SoTL at Illinois State University; Dr. Ken Bain, Vice Provost for Instruc- tion, Montclair State University and Director, Teaching and Learning Resource Center; and Dr. Milt Cox, Director, Center for the Enhancement of Learning and Teaching at Miami University.

Following the success of the first conference, UCET sponsored the first Midwest Classroom Action Research (CAR) Expo to showcase CAR projects. The Expo drew attendees from regional post-secondary institutions as well as K-12 institutions. The Expo was followed

by two workshops held at other local institutions. Out of this initial collaboration grew the Scholarship of Teaching and Learning consortium, which unites IU South Bend with six other institutions of higher learning (Holy Cross, Saint Mary’s, Ivy Tech, Notre Dame, Bethel, and Andrews University).

An excellent example of how a SoTL project can contribute to improving student learning outcomes was the study that compared the outcomes of connected developmental mathemat- ics and writing sections to those of non-connected sections at our campus. The faculty mem- bers who studied the [Connections Program](http://www.iusb.edu/~hlc/Brittenham.pdf) found that students in the program’s courses had significantly higher pass rates in math (eighty-five percent pilot vs. sixty-nine percent all developmental sections) and in writing (eighty-five percent vs. fifty-three percent). Students enrolled in the two connected developmental courses also returned to the university the following fall at a 13.9 percent higher rate than all other students in this cohort of first-year students, including students requiring only one or no developmental courses.

Founded and first published in February 2000 at IU South Bend, the online [Journal of](http://www.iupui.edu/~josotl/)  [Scholarship of Teaching and Learning (JoSoTL)](http://www.iupui.edu/~josotl/) encourages all instructors to engage in the discussion of the Scholarship of Teaching and Learning (SoTL), and to become involved

in the sharing of knowledge and learning about the teaching-learning process. The Journal provides a publication outlet for research in the Scholarship of Teaching and Learning, and an on-line forum for engagement with the Scholarship of Teaching and Learning. By 2004, interest in the journal had increased to the point that available resources at IU South Bend could no longer adequately handle the journal’s publication. The campus editors decided to move the journal to new sponsorship under the aegis of the Mack Center for Inquiry on Teaching and Learning, in association with FACET at IUPUI.

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## EFFECTIVE TEACHING AND TENURE AND PROMOTION

Campus tenure and promotion guidelines require that faculty must demonstrate excellence in at least one area (teaching, research, or service) and satisfactory performance in the other two areas in order to be awarded tenure or be promoted to associate or full professor. From 2000 to 2006, out of forty-two tenure cases, ten faculty members were awarded tenure and promotion on the basis of excellence in teaching, twelve on the basis of excellence in teach- ing and research, three on the basis of excellence in teaching and service, and three on the basis of excellence in all three categories. During that same time period, twenty-one faculty members were promoted to full professor on the basis of excellence in teaching, thirteen on the basis of excellence in teaching and research, six on the basis of excellence in teaching and service, and six on the basis of excellence in all three areas.

In addition, lecturers must base promotion to Senior lecturer status on evidence of excel- lence in teaching and associate faculty seeking Merit status must base their case on excel- lence in teaching.

## RECOGNIZING, SUPPORTING, AND REWARDING TEACHING

##### Faculty Colloquium on Excellence in Teaching (FACET)

Established through an Indiana University Presidential Initiative in 1989, the [Faculty Col-](http://www.facet.iupui.edu/about/about.html) [loquium on Excellence in Teaching (FACET)](http://www.facet.iupui.edu/about/about.html) works to promote and develop excellence in teaching at all campuses of Indiana University. It members comprise over 400 full-time faculty members, carefully chosen through a yearly campus and statewide peer review pro- cess, with approximately twenty to twenty-five new candidates selected as new members each year. FACET hosts an annual retreat, where members can participate in workshops and discussions with other FACET members and leaders in higher education. These workshops also allow faculty members to try out new teaching strategies and share their knowledge and experiences in the classroom with their peers. Among its many activities over the years, FACET has produced publications on effective teaching and the scholarship of teaching and learning and sponsored conferences and institutes exploring diversity, the impact of tech- nology on learning and teaching, and the development and training of associate faculty and future faculty.

At IU South Bend, fifty-five faculty members have been inducted into FACET since 1989. Almost half of those members (twenty-two) were inducted during the period 2000-2006. FACET members are very active in UCET serving as mentors for new faculty, workshop developers and leaders, former editors of and contributors to the SoTL journal, and advi- sors to UCET. The institution considers FACET members to be a valuable natural resource for the teaching/learning function on campus.

##### Teaching Awards

There are a number of [teaching awards](http://www.iusb.edu/~acadaff/awards/awards.html) available to IU South Bend faculty. On 24 January 1997, the IU Board of Trustees established the Teaching Excellence Recognition Award (TERA) in light of the Board’s adoption of the Strategic Directions Charter that promised to place student learning first in the University’s mission and hence to provide rewards for excellence for all who teach in the university. That initial one-time award of $1500 was later transformed into the Trustees’ Teaching Award (one-time award of $2500) by Board resolu-

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tion of 23 February 2001. This award can be given to a maximum of six percent of faculty each year. Since 2000, fifty-five faculty members have received this award, twenty-three of them multiple times.

The campus awards the IU South Bend Distinguished Teaching Award ($1000 added to base salary) to one outstanding tenured or tenure-track faculty member on the IU South Bend campus each year. In 2005, our campus established the Associate Faculty Distinguished Teaching Award (a one-time award of $1,000). Faculty on our campus are also nominated for the IU Distinguished Teaching Awards (tenured, tenure-track faculty, $2000 added to base salary) or the IU Part-Time Teaching Awards (associate faculty, $1000) which are given yearly to outstanding teachers at all Indiana University campuses. Until 2005, Indiana University also awarded the Wilbert Hites Mentoring Award (one time award of $1000) to recognize faculty but that award has now been discontinued. Since 2000–01, IU South Bend faculty members have received six of the all-university teaching awards, two awards in the areas of mentoring and two Part-Time teaching awards.

## SUPPORTING TEACHING

In addition to recognizing and rewarding teaching on our campus, the campus has also decided to devote a portion of scarce internal dollars available for faculty development to supporting faculty in improving their teaching through awarding curriculum development grants, supporting faculty travel to teaching conferences, and awarding faculty sabbaticals from teaching for purposes of curriculum development.

##### Curriculum Development Grants

These grants offered through Academic Affairs provide support for faculty who wish to ex- plore new innovations in their teaching. These [curriculum development grants](http://www.iusb.edu/~sbres/randd/CDP.html) were estab- lished to support development of new courses or significant revisions to existing IU South Bend courses, which cannot be funded from existing divisional or departmental budgets. Up to $3000 per applicant is available. These grants have enjoyed considerable usage from fac- ulty since 2000. A curriculum development grant in 2001 awarded to Dr. Deborah Marr in Biology allowed her to purchase Geographic Information Software (GIS) and attend a train- ing workshop to learn to use GIS. She then incorporated this software in two environmental biology courses, L350 and L474. Dr. Tammy Fong-Morgan (Spanish) received a grant to develop a review course for students seeking to test out of the first year of foreign language study in Spanish. Dr. Monika Lynker (Physics) used her grant to transform the teaching

of Physics I and II to a calculus-based, real world-focused model based on the best current research in physics education. Dr. Susan Moore (Arts) used her grant to teach herself how to use digital photography equipment so that she could incorporate that training into the photography curriculum at IU South Bend. Using the digital equipment, she was able to incorporate color photography into the curriculum (IU South Bend has no color processing facilities) for her students. Students in one class chose to combine printing on the contempo- rary Epson digital printer with antique nineteenth century photographic processes to create their own unique final project work.

[UCET/FACET travel grants](http://www.iusb.edu/~ucet/funds.shtml)

These grants are available to all full-time and part-time faculty for travel/fees related to instructional/course development (e.g. to attend faculty development seminars,

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conferences, workshops, or to visit a faculty member or program on another campus). Facul- ty members who have received these grants share their experiences at an annual event each year at UCET. The grants are awarded based on how the activity will specifically impact teaching at IU South Bend. In the three academic years between 2003 and 2006, forty-five faculty received travel money for workshops and conferences related to teaching pedagogies. The recipients of these awards are expected to participate in a follow-up activity, such as a brown-bag presentation or written report, in conjunction with the UCET office, within six months of receiving funds. The Associate Faculty Council funds travel to teaching confer- ences for associate faculty. From 2003 to 2006, over forty-five associate faculty members were able to attend conferences related to their teaching.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Curriculum** | **Travel** | **Associate**  **Faculty** |  |
| 00-01 | $5,500 (3) | $8,572 (15) | $3,977 (6) |
| 01-02 | $10,800 (4) | $3,206 (5) | $3,718 (8) |
| 02-03 | $158 (1) | $2,181 (8) | $5,728 (12) |
| 03-04 | $15,889 (7) | $4,989 (20) | $3,626 (8) |
| 04-05 | $8,788 (3) | $3,704 (13) | $2,570 (4) |
| Table 5.2 Internal Curriculum, Travel and Associate Faculty Grants Awarded by Year (Source: Sponsored Research Office; UCET). |
| 05-06 | $5,900 (2) | $3,531 (14) | $4,049 (5) |
| 06-07 | $11,927 (4) | $2,789 (11) | $3,504 (7) |

## INSTRUCTIONAL TECHNOLOGY FOR TEACHING

##### Information Technologies and Support for Teaching

The [Office of Information Technologies](http://www.iusb.edu/~sbit/about-it.shtml%20(OIT)) provides reliable, innovative, and high quality technology services and support in computing, media, and telephony to enable the students, faculty, and staff of IU South Bend to effectively meet their goals as a student-focused learning community. The Vice Chancellor of Information Technologies supervises twenty- five regular employees and thirty-five hourly consultants. The Office is organized into five functional areas: user support, systems support, web services, IT procurement and property and operations security. The Office’s services include support and maintenance of the gen- eral campus computing, data, and telecommunication systems; equipping and maintaining student computer labs and instructional technology in general-use classrooms; providing training in computer use for students, faculty, and staff; and supporting the acquisition and maintenance of instructional technology to facilitate the education process.

Beginning in 2003–04, the office was reorganized in order to make it more responsive to user needs, to provide higher levels of service, and to facilitate a “one-stop” approach to problem resolution. Units were grouped by functions in order to allow staff to cross-train and to share ideas more quickly and easily than had been possible under the older structure. Additional restructuring occurred in 2004–05 to more closely align service units. The earlier instructional media services/event support unit was divided into two units, media services and classroom technology support. The media services unit was transferred back to Aca- demic Affairs (reporting to the Director of Library Services) while the classroom technolo- gy support unit was moved under user support. The unit now functions as a fully integrated support unit of the university.

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In 2002–03, the office began the process of moving from circulating to installed classroom technology by designing and installing twelve “[smart classrooms](http://www.iusb.edu/~sbit/lab-classroom-instructional-technology-classrooms.shtml).” These rooms featured a ceiling-mounted projector connected to a movable technology desk that included a net-

worked computer, VCR/DVD, document camera, and high quality audio accessed via a stan- dardized user control panel on the desk. The instructor using such a classroom could pull up Powerpoint slides, surf to web sites, show video clips, and play sound files all in the same lesson by switching among the various inputs on the desk. The success of the prototype rooms led IT to decide to deploy this technology in all general use classrooms on campus. A total of sixty-four classrooms were equipped and fully functional by the end of the 2004- 05 academic year. Plans are also underway to revisit the first rooms equipped with the tech desks in order to upgrade them to current standards. The older circulating equipment was distributed to the departments who still had a use for it.

Computers in student labs and in faculty and staff offices are on a rotating life cycle replace- ment schedule (three years). Approximately 300–400 new computers are acquired each year. Those computers displaced by new units are redistributed to other areas not included in the life cycle schedule (such areas include laboratories set up by specific departments for their students to use). Other surplus equipment is either negotiated as trade-in on repair parts or is prepped for sale to IU South Bend students, faculty or staff in the bookstore. In 2004–05, for example, the unit regained over $15,000 in cash value through surplus equipment trade-ins.

In 2001, 2002, 2003, 2005 and 2007, the Office of Information Technologies conducted User Satisfaction Surveys with faculty (200), staff (200) and students (600), using an instrument administered by the Indiana University Center for Survey Research. The survey collected information about users’ satisfaction with services offered, about usage patterns for various services, as well as how helpful such services have been in teaching, learning, and research activities. In addition, individuals completing the survey were allowed to add additional comments. Results for several key questions across the four years of the survey are re- ported below in Table 5.3. As is apparent in the table, user satisfaction has risen slightly each year—no small accomplishment given how frequently technology can break down and how frustrated users can become.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **2001** | **2002** | **2003** | **2005** | **2007** |
| How helpful has the informa- | 3.72±.19 | 3.90±.17 | 3.92±.18 | 3.97±.17 | 4.18±.17 |
| tion technology environment |  |  |  |  |  |
| been in your teaching activities? |  |  |  |  |  |
| How helpful has the information | 3.79±.11 | 3.82±.11 | 3.98±.12 | 4.05±.12 | 4.17±.10 |
| technology environment been  in your learning experience? |  |  |  |  |  |
| Table 5.3: User Satisfaction with the IU South Bend Information Tech- nology Environ- ment, 2001–2005  (source: IT User Satisfaction Surveys for 2001, 2002,  2003, 2005, 2007) |
| How helpful has the informa-  tion technology environment been in your research activities? | 3.81±.10 | 3.91±.09 | 3.92±.09 | 3.96±.10 | 4.14±.10 |
| Overall, how satisfied are you with the information technol- ogy services offered during the  past year? | 3.73±.07 | 3.81±.07 | 3.84±.07 | 3.93±.07 | 4.04±.07 |

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(Scale: 1 not satisfied to 5 very satisfied. The confidence intervals indicate the sampling error for each estimate at the ninety-five percent confidence level (i.e. each mean and satisfaction score falls within the range indicated by the estimated value, plus or minus the interval score.))

The Office of Information Technologies not only reports the survey results, but they also provide information to the campus on what actions they took in response to the survey results. In 2003, for example, they completed the project to put technology desks in all classrooms, made the Help Desk more responsive, replaced faculty/staff computers that were older than three years, provided Mac-specific training to help desk and systems staff, installed Net Express stations for quick access to non-lab computers, and installed a wireless network. In response to the 2005 survey, they brought the hosting of the campus website back to our own campus, developed two new communication vehicles (the IT Newsletter and the campus Electronic Bulletin Board), upgraded the level of technology in the Elkhart classrooms, increased wireless coverage on campus, continued to work with IU colleagues to

resolve OnCourse problems, developed portable computer labs (laptops on a cart) that can be moved into a regular classroom to provide network access as needed, and provided $40,000 in grant funding to colleges and departments for IT-related projects.

The department continues to deal with user dissatisfaction with systems such as Oncourse, OneStart, Webmail, Email storage, account set up, and PeopleSoft. Campus Information Technologies has little control over these systems which are either administered centrally or used by Indiana University as a whole and the campus cannot opt out of the services. An additional tension occurs because the department seeks to standardize available technologies across the entire campus and is, therefore, not able or willing at times to customize technol- ogy resources to a particular user’s or unit’s needs. With no additions to its staff since 2003, IT does not have sufficient staff to provide this level of greater customization and to sup-

port the increased demands that it would bring for service. For faculty members who require a particular computer configuration for their teaching and research or who need to have

a particular computer package supported for instructional purposes the “one size fits all” tendency can be frustrating. Faculty members teaching courses on graphics and web design, instructional design, or computer programming have very different needs than faculty mem- bers who may be using the computer as a word processor or to run basic statistics.

##### Instructional Media Services and Support for Teaching

This unit began as the audiovisual department for the university in 1971, but became [In-](http://www.iusb.edu/~libg/ims/mediasupport.shtml) [structional Media Services (IMS)](http://www.iusb.edu/~libg/ims/mediasupport.shtml) in 1983 to reflect its increasing responsibilities in coordi- nating the use of media on campus for instructional purposes. As noted above, from 1996 to 2005, it was a unit under the Office of Information Technologies, but it now reports to the Director of Library Services. As part of its transfer to the library, an assessment was done on its functioning in March 2006. Benchmarks were established and the unit engaged in a planning process in conjunction with the staff of UCET and the library to map out what media services faculty and students will need in the future.

This unit provides services in three general areas: audio-visual, distance technology, and me- dia support. Audio-visual services include delivery and set-up of equipment to classrooms or other campus spaces. From 1 July 2005 to 15 February 2006, the unit delivered equipment for 393 classes. With the campus initiative to develop a Distance Learning program, Instruc-

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tional Media Services (IMS) has become the unit responsible for assisting faculty with media production of online course materials. In addition, IMS will play a role in the [Hammes In-](http://www.iusb.edu/~libg/ic/index.shtml) [formation Commons](http://www.iusb.edu/~libg/ic/index.shtml) scheduled to open Fall 2007 in the Schurz Library by providing on-site instructional media support to students and faculty who will make use of the new multime- dia/research/technology workstation.

Media support includes media duplication and format conversion, video recording in class- room, video production, and digital media. The unit has upgraded its production software and hardware to current professional standards. They completed two video production proj- ects in 2006—one for Dental Hygiene that demonstrates clinical lab procedures on equip- ment used by our dental hygiene students, and one for Education that involved digitizing video clips and integrating them into a Powerpoint presentation that will be used to improve course instruction. These projects have generated strong interest from some campus de- partments who want to work to develop videos for their units. In 2006–07, the unit moved to support this interest by establishing the Instructional Media Developmental Grants, to allow faculty members to work with the unit to develop video or audio products for class- room use. A maximum of two projects can be supported at present. More recently, the unit has taken the lead on organizing campus discussions about podcasting, streaming video and audio lectures, and digital video. They are now working with faculty in English, Business, and Education on using these new technologies.

##### Oncourse and Oncourse CL

Indiana University initially decided to develop its own course management system called [Oncourse](https://oncourse.iu.edu/portal/site/!gateway/page/!gateway-200) in late 1997. A beta version of the program was up and running by summer 1998 and in 1999, three or four IU South Bend faculty members participated in the beta testing phase. By Fall 1999, forty-six courses were set up in Oncourse, with twenty-nine of them actively using the software; in the spring semester these numbers increased to 120 courses, with sixty-eight active. In Summer 2000, Indiana University began to make all courses available through Oncourse and active usage percentages plummeted since many faculty members had never used the program, but now had their courses automatically loaded into it; active usage numbers remained about the same. Training and support for Oncourse were available at IU South Bend through Continuing Education, supported by the Office of Infor- mation Technologies from 2000 to December 2004. As more faculty became aware of and trained in the program, usage numbers began to increase (see Table 5.4). The drops in usage

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester/ Year** | **Total**  **Faculty Loaded** | **Total Faculty**  **Logins** | **Usage (%)** | **Total Students**  **Loaded** | **Total Student**  **Logins** | **Usage (%)** | **Courses Set Up** | **Courses Active** | **Usage (%)** |
| Fall 2000 | 544 | 105 | 18% | 7162 | 1508 | 17% | 1581 | 149 | 9% |
| Fall 2001 | 507 | 129 | 24% | 7401 | 2702 | 31% | 1515 | 193 | 13% |
| Fall 2002 | 511 | 246 | 44% | 7476 | 4619 | 51% | 1870 | 335 | 18% |
| Fall 2003 | 544 | 288 | 53% | 7227 | 5468 | 76% | 1847 | 510 | 27.61% |
| Fall 2004 | 586 | 380 | 65% | 7489 | 6480 | 87% | 1973 | 643 | 32.59% |
| Fall 2005 | 596 | 259 | 43% | 7105 | 5702 | 80% | 2044 | 575 | 28% |
| Fall 2006 | 571 | 152 | 27% | 7188 | 3626 | 50% | 2040 | 304 | 15% |

Table 5.4: Oncourse Usage, Fall 2000 to present (Source: Oncourse group, IUPUI)

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in Fall 2005 and 2006 was the result of the introduction of a new version of the program that did not provide the same functionality as the older version. With two competing ver- sions of the program in operation, some faculty decided not to use Oncourse at all.

By the summer of 2002, Indiana University had reaffirmed its commitment to continued development of its own course management platform. The university partnered with Uni- versity of Michigan, Stanford, and MIT in the Sakai Project, an open source community col- laborative project. Indiana University initially offered the new course management product based on Sakai, called Oncourse CL, in January 2005 but because it did not offer some of the tools faculty used in teaching through the original product, both systems were kept operat- ing until the end of Summer 2007. Oncourse CL now includes the ability to create and use groups; to have a new IU designed Message Center for private student messages and online discussions; to have pictorial class rosters; to have Post’Em for sharing grades from spread- sheets; to merge multiple sections of a course into a single course; and to have the ability

to track user statistics. Further enhancements for Fall 2007 will include improvements to gradebooks and will add support for podcasting, wiki and newsfeeds.

In January 2005, full responsibility for all faculty training with Oncourse was transferred from Extended Learning Services to UCET. UCET did not hire an Instructional Technol- ogy Specialist until April 2005; this individual is funded through the Information Tech- nologies budget. UCET staff members have been required to learn both the new system (Oncourse CL) and the old system (Oncourse) and to handle inquiries from faculty members trying to understand both systems. In the interim period while both systems are operating, UCET must provide training in both systems. As the move to only Oncourse CL becomes a reality, many more formal training sessions will be needed at UCET to “bring back” dissatis- fied faculty members who may have given up on the system entirely.

##### Training and Faculty Development Opportunities

Faculty technology training is conducted through Extended Learning Services under a con- tractual arrangement with the Office of Information Technologies, which approves and pays for such training (see Table 5.5).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Beginning Oncourse** | **Advanced Oncourse** | **Web Skills** | **Powerpoint** | **Microsoft Products (Excel, Word,**  **Access)** | **Other** |
| 2003-04 | 64 | 47 | 4 | 3 | 12 | 10 |
| 2004-05 | 38 | 17 | 19 | 5 | 15 | 4 |
| 2005-06 | 29 | 17 | 1 | 5 | 10 | 1 |

Table 5.5: Number of Faculty Trained in Computer Skills, 2003-2005 (source: Data from Extended Learning Services and UCET )

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Core Component 3c: The organization creates effective learning environments.

# Creating Effective Learning Environments

The period of this self-study begins with serious enrollment management work underway, including a successful Lily Foundation grant. Statewide collaboration on retention study and planning prepared the way for the new Chancellor’s 2003 launch of formal enrollment management planning on campus. This work has brought a wider group of faculty and staff into the vital work of recruitment and retention as well as the review of campus programs.

At the same time, IU South Bend has maintained and improved physical plant in support of teaching in classrooms, performance rooms, and computer and science labs, but more importantly, perhaps, the campus has created new curricular and co-curricular programs to

enrich the experience of students who choose to enroll here. Examples include the new core general education curriculum, campus theme programming, the American Democracy Proj- ect, and the One Book, One Campus program. Other notable learning projects and spaces include the Freedom Summer civil rights course and bus tour, and the Civil Rights Heritage Center. Promising research developments have preceded and followed the campus’s commit- ment to student-faculty research in the Mission Statement. This has been a very good time on the IU South Bend campus for students ready to engage with rich and varied learning environments.

## ATTRACTING, RETAINING, AND GRADUATING STUDENTS

From 2000 to 2002, enrollment management was primarily the concern of upper adminis- trators and staff members in the Admissions Office and other Student Services offices. The Director of the Admissions Office attempted to develop profiles of the entering classes and to target recruitment strategies towards those subsets of students that she felt the campus had the best chance of attracting. For example, she recommended targeting students in the upper half of their graduating classes, but not the upper ten percent because every college was seeking to attract those students and IU South Bend could not compete in that arena.

From 1997 to 2002, Indiana University received a grant from the Lilly Foundation (Lilly Student Success Grant) to increase graduation rates of students at four-year public univer- sities in the state. Over that five year period, IU South Bend received $635,000 that was fo- cused on providing proactive academic and career advising, tutoring, supplemental instruc- tion and skills training, freshmen seminars and academic monitoring and early intervention for students having academic difficulties. In its [final report](http://www.iusb.edu/~acadaff/vcaa/lillyexecsummary2002.htm) on this grant, IU South Bend reported an increase in first-to-second year persistence rates from 54.2 percent in fall 1995 to 63.4 percent for fall 2001, a greater increase (almost 10 percent) than at any other IU campus. For Fall 1999 and 2000, IU South Bend’s first-to-second year persistence rate was the highest among all IU campuses except for the residential Bloomington campus.

With the Lilly grant due to end in 2002, the university needed to find a way to institu- tionalize the retention programs begun with grant money. At their 5 June 2001 meeting, the Board of Trustees of Indiana University voted to set aside a portion of the coming year’s tuition increase to fund a series of retention initiatives on each Indiana University

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campus. For the 2001–02 academic year (and the following two years), three percent of the tuition increase of 6.5 percent at IU South Bend was set aside to be used for two reten- tion related efforts: 1) replacing part-time instructors with full-time lecturers (two percent funding) and 2) funding (at one percent) a specific package of retention-related initiatives

that included hiring an Academic Support Coordinator, offering discipline based study skills courses (U100, Threshold Learning Communities), programs in student life through the new Student Activities Center, and the Minority Student Program. Over the next two years, additional components already present on the campus were integrated into the retention efforts including a peer mentoring program, early warning of academic difficulties program, investments in the disabled student office, investments in the career counseling office, and

a more formalized program for minority student retention (Making the Academic Connec- tion). These latter efforts came out of the Student Affairs office.

On 19–20 August 2002, IU South Bend sent a team of faculty and staff members to the all-Indiana University Retention Conference in Indianapolis. The conference was held to

enable campuses to discuss retention efforts. Each team left the conference with the charge to develop a comprehensive campus retention action plan. Upon their return to campus, this team prepared a [Retention Action Plan](http://www.iusb.edu/~hlc/RAP.doc) which was presented to campus leadership on 12 December 2002. The plan summarized current retention efforts on the campus and made recommendations for improvements. The strengths of the campus efforts were high faculty involvement with students and unique programs to meet student needs. Two weaknesses were noted: lack of coordination of retention efforts across academic and nonacademic units and lack of assessment of those efforts. The plan set goals for the next three years including increasing first to second year retention to a rate of 67–68 percent for the 2005 cohort, increasing the numbers of students seeing advisors, and increasing retention rates of minority students and transfer students. This plan has been superseded by the Chancel- lor’s decision to develop a more formal campus enrollment management system.

## FORMALIZING ENROLLMENT MANAGEMENT ON THE CAMPUS

In the Fall of 2003, the Chancellor began a series of enrollment management initiatives. The Chancellor wanted enrollment management to be everyone’s concern. An outside consultant made recommendations for how the campus should proceed with enrollment management. ([report of 20 November 2003](http://www.chancellor.iusb.edu/enrollmentreport.pdf)). The consultant noted that the campus enroll- ment over the years was relatively stable. Enrollment fluctuations, however, made it difficult for the campus to plan and budget. The consultant recommended that the campus adopt a concise definition of enrollment management as well as a set of goals and action steps, and communicate these throughout the campus and externally in the community. He suggested that IU South Bend work to develop a unique mission and position in the community and begin two pilot projects:

1. increase scholarship awards and the recruitment of high achieving students, and
2. develop a matrix of concerns for overlapping generations (parents and students) that would allow the campus to target its marketing efforts across diverse student populations.

At the same time, the Chancellor established the Enrollment Management Advisory Com- mittee and charged them with developing a three-year enrollment plan for the campus

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(for the period 2004–2007). The Committee was composed of twenty-five administrators, faculty members, and staff members, including the complete Chancellor’s Cabinet, all Deans, and representatives from Student Services offices like Financial Aid, Admissions, Registrar, and Retention as well as the Director of Marketing and Communications, four faculty rep- resentatives, an Academic Senate representative, the Institutional Researcher, the Associate Vice Chancellor for Graduate Programs and Sponsored Research, and a student representa- tive. The Committee began by establishing the characteristics of our current student body, researching why these students selected IU South Bend, and examining their retention rates. Several key findings of this initial review included:

* + Most recently admitted students reported that they selected IU South Bend because it is closer to home, lower in cost, convenient and has a reputation for quality pro- grams and faculty.
  + Students, community leaders, parents and counselors view IU South Bend as the best that can be found in commuting distance, academically challenging, more per- sonal, more diverse, and safer, but often considered IU South Bend as a back up to a first-choice residential campus.
  + IU South Bend retention rates across the beginning cohort have risen steadily over the past several years from an overall first-to-second year retention rate of 54.2 per- cent for the 1995 cohort to a 63.9 percent overall first-to-second year retention rate for the 2002 cohort.
  + Full-time 2002 cohort students, including those graduating in the top half of their senior class and/or having SAT scores of 800 or higher, had a higher than average rate of retention. Full-time beginning 2002 cohort students twenty years of age or under had higher than average retention rates.

The committee considered internal and external factors that might affect enrollment trends. The campus had been experiencing a period of enrollment growth, with each fall’s credit hour enrollment figures surpassing the previous fall (from 2001 to 2004, percent increases of 4.67, 2.39, .37, and 4.13). Based on this information, the committee developed the follow- ing overall campus enrollment goals (Table 5.6):

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Students** | | | **Projected Credit Hours** | | |
| **Semester** | **Undergraduate** | **Graduate** | **Total** | **Undergraduate** | **Graduate** | **Total** |
| Fall 2005 | 6,217 | 1,283 | 7,500 | 63,068 | 6,949 | 70,017 |
| Fall 2006 | 6,366 | 1,334 | 7,700 | 64,579 | 7,226 | 71,805 |
| Fall 2007 | 6,513 | 1,387 | 7,900 | 66,071 | 7,513 | 73,583 |
| Fall 2008 | 6,658 | 1,442 | 8,100 | 67,542 | 7,811 | 75,352 |
| Fall 2009 | 6,800 | 1,500 | 8,300 | 68,982 | 8,125 | 77,107 |

Table 5.6 Enrollment Goals for IU South Bend, 2005–2009 (Source: Enrollment Management Plan, February 2005, p. 8 )

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Based on a detailed analysis of campus strengths and challenges, the committee set the fol- lowing six goals for the campus:

1. Increase the percent of higher ability undergraduate students.
2. Increase the number of students starting IU South Bend for the first time.
3. Increase the number of new international students.
4. Increase the percent of new underrepresented students.
5. Increase the retention of students.
6. Increase full-time enrollment and decrease time to degree.

These goals were operationalized (see pages 10–20 of the [Enrollment Management Plan](http://www.chancellor.iusb.edu/enrollment-plan.pdf) for the detailed matrixes). All members of the university community were to become enroll- ment champions. Thus responsibility for meeting enrollment targets was spread across Student Affairs, Academic Affairs, Public Affairs, and even Fiscal Affairs and Information Technologies.

In Fall 2006, Chancellor Reck and the Enrollment Management Advisory Committee re- quested that the Academic Senate Admissions and Advising Committee review the 2002 Re- tention Action Plan in order to identify those initiatives which had been accomplished (and to ascertain, if possible, their effect on retention), those which had not been accomplished but should still be initiated, and to generally address the issue of advising with respect to enhancing student retention. The Academic Senate Committee issued its [Implementation](http://www.iusb.edu/~hlc/AAC%20report.doc)  [Report](http://www.iusb.edu/~hlc/AAC%20report.doc) on 5 March 2007. The committee made a strong plea for campus-wide improvements in advising. As a top priority, they recommend the development of a shared campus model for holistic faculty advising and the development of the necessary systems to support this model, assess it, and reward faculty for successfully implementing it. In addition, they rec- ommend better programs to identify and assist at-risk students and those in academic diffi- culty and using the advising relationship to help these students get the support services that will allow them to succeed. The committee also recommended the enhancement and expan- sion of the Peer Mentor Program, changes in Bursar policies that would allow students to pre-register for classes in a timely fashion, the enhancement and expansion of Financial Aid Services, expansion of the campus child-care center, and better integration into and support by other non-academic units (dining facilities, bookstore, student service offices, IT).

##### Current Recruitment Efforts at IU South Bend

IU South Bend works to recruit students through a variety of different mechanisms. Be- tween the months of September and May of each academic year, the Office of Admissions conducts semi-annual visits to the surrounding high schools and two-year colleges. A follow-up to fall recruitment efforts is the direct mailing of the FastApp, each November, to high school seniors who expressed interest in attending IU South Bend. Students who submit the FastApp and are deferred due to their academic preparation are not required to

pay an application fee. FastApp is unique to IU South Bend and yields an average return rate of thirty-four percent. It motivates some students to apply earlier for the fall term. Each

fall and spring, On Site Admission sessions are scheduled (on average, seven in the fall and ten in the spring). On Site Admissions allow applicants to meet personally with an admis- sions counselor and receive an admissions decision without the delay of a formal processing

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period. These sessions continue to be successful within the area high schools and extend personal customer service through the off-campus On Site Admissions. No data has been kept to document how many students matriculate due to these sessions, although the Admis- sions Office is considering tracking this data in the future.

A comprehensive campus tour program, [IU South Bend On Tour](http://www.iusb.edu/~admissio/visit.shtml), continues to be an ef- fective recruitment event. Over the past three years, on average sixty-three percent of all students who attend an On Tour session apply for admission (although that number has been dropping each year, from 68.5 percent in 2004 to 56.8 percent in 2006). Actual matricu- lations showed a rate of 67.4 percent from the Fall 2004 session, 76.8 percent for the Fall 2005 session, and so far 33.3 percent for Fall 2006. Since students may attend an On Tour session as much as two or three years before they are ready to apply for admission, it will be another year or so before we can tell whether we are experiencing a decrease in actual ma- triculations. In 2006, mini-On Tour sessions were added for high school students who had passed the required Indiana Graduation Qualifying Exam, during the time that the school was administering the test to sophomores and those juniors and seniors who had not yet passed. The tour brought 127 students to campus, thirty-nine of whom applied and twenty- three of whom matriculated for a rate of 18.1 percent.

In the last two years, IU South Bend has created customized tour sessions for students en- rolled in English as a New Language/English as a Second Language courses. These custom- ized programs are promoted in area high schools through their ESL guidance counselors/ coordinators and have been attended by approximately 275 students. We have been much less successful with these sessions. For the Latino On Tour in 2005, out of ninety-eight students who attended, twenty applied for admission, and nineteen matriculated for a rate of

19.3 percent. In 2006, 125 students attended sessions, but only thirty applied and thirteen matriculated for a rate of 10.4 percent.

Over the past two years, nontraditional recruitment initiatives have been complimented through a partnership between the offices of Admissions and Alumni Affairs and the co- sponsorship of corporate appreciation events/information sessions. The six sessions allowed current workers to receive more information about IU South Bend programs for their per- sonal benefit or for their children. The corporate receptions varied by session. For the most part, they were informational and Admission staff provided individuals in attendance at them with materials for future reference. Most of the people attending these sessions were more interested in the graduate programs available at IU South Bend, but many also had questions about their children attending.

The [Office of Multicultural Enhancement](http://www.iusb.edu/~mce/) coordinates the Making the Academic Connection program, which is crucial to the recruitment, retention, and graduation of diverse student populations, with a special emphasis on African-American and Latino students. Services pro- vided by the Making the Academic Connection Program include: academic support services, such as tutoring, study skills, and referral to learning assistance resources; faculty and peer mentoring programs; personal counseling, and leadership development. This program began in 2002 with the support of the Lumina Foundation grant.

The program’s goal is to create cohorts of underrepresented students. In 2004–05, current students and students at orientation sessions were contacted about the cohort, as were high

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school students through visits with several current Latino students attending IU South Bend. A major community outreach effort for the [Summer Leadership Academy](http://www.iusb.edu/~mce/programs.shtml) was under- taken during the spring of 2005. Multiple high school visits were completed by the Lead- ership Academy Team in collaboration with guidance counselors and bilingual education specialists in South Bend schools. Over 400 Leadership Academy applications were dissemi- nated at these school visits and fifty-five students were selected to participate in the Acad- emy. Students, parents, and community members attended a program orientation in May to meet the Academy faculty and staff.

The Hispanic Enhancement Recruiter/Advisor’s retention efforts have included establish- ing a wide network of contacts with Michiana schools. This included on-site lunch visits to South Bend high schools, and community presentations in collaboration with the Office of Admissions focused on promoting the value of higher education to Latino parents. A spe- cial On Tour for Latino students was held on March 10, 2005, with 150 Latino students in attendance. Elkhart, Goshen, Mishawaka, South Bend, and even Michigan high schools were represented.

The Office of International Student Services also works to recruit students in various parts of the world. The Director of the office travels to Southeast Asia, targeting Malaysia and Thailand, and does a separate recruiting tour to Bangkok with representatives of the South Bend English Institute (SBEI)). The director also visits language schools in Chicago and Indianapolis and the two-year colleges in southwestern Michigan, which currently have a large population of east African students.

IU South Bend had 569 high school students enrolled in Fall 2006, a significant increase from the past five years. While some students enroll in IU South Bend courses through high school internship programs, many of the students are enrolled through the Advance College Project (ACP) program.

Recruiting efforts at IU South Bend are currently dispersed across several different units— the Admissions office for undergraduate students, International Student Services for inter- national students, our Multicultural Enhancement office for African-American and Hispanic students, and the ACP program which reaches current high school students. Our Graduate Admissions officer is a recent hire. There is no systematic coordination between these offices and there is also no common set of evaluation standards to measure how effectively these units are recruiting students for the campus. The campus needs to develop a plan that brings our various recruiting units together, possibly cross-training individuals so that we have a more dynamic admissions team that can deal with more of the needs of our varying student target market.

##### Evaluation of Recruitment Efforts

Despite IU South Bend’s concerted efforts to recruit and support under-represented minor- ity students, the campus still has not reached its diversity targets ([IUSB Strategic Planning](http://www.iusb.edu/~iusboir/Strategic%20Planning%20Metrics%202005%20ver1.pdf)  [Metrics](http://www.iusb.edu/~iusboir/Strategic%20Planning%20Metrics%202005%20ver1.pdf) and [Fall 2006 Enrollment Summary](http://www.iusb.edu/~iusboir/Enrollment/Summaries/Enrollment%20Summary%20Report%204068.pdf)). Over this period, the numbers of African Americans, Hispanics, and Asians in the student body have all increased, but as a percentage of our total student body, the increase was less than one percent for African Americans and negligible for Asians. The Hispanic percentage increased from 2.46 percent to 3.77 percent. Overall, the percentage of under-represented minorities on campus has increased from 10.4

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percent to 12.8 percent. Given that some of the recruitment programs within the Office of Multicultural Enhancement are relatively new, they will need to be monitored for more years to be able to assess their effectiveness accurately.

Over the same period, the percentage of international students increased from 3.2 percent in Fall 2001 to 4.3 percent in 2003, but declined to 2.9 percent in Fall 2006. According

to the current director of International Student Services, recruitment through the South Bend English Institute plays a critical role in recruiting foreign students to IU South Bend. Without the institute, the campus would have very few foreign students. Once construction begins on the Education and Arts Building, finding a new location for the South Bend Eng- lish Institute (currently an Associate’s Building tenant) would be a worthwhile goal. In ad- dition, for IU South Bend to recruit more international students, the International Student Services office needs to find more efficient ways to handle the high volume of paperwork that is required by federal immigrations regulations. With the retirement of the faculty Director of International Programs, money was shifted from Academic Affairs to Student Services to hire an Assistant Director for the International Student Services office. The As- sistant Director began in November 2006. The addition of this new staff member should help us to more effectively recruit new international students.

##### Evaluation of Enrollment and Retention Initiatives

The campus has devoted considerable energy to retention efforts because retaining students is the most efficient and cost-effective way to maintain enrollment stability. Besides the pro- grams funded through the one percent tuition set-aside begun in 2001, IU South Bend also received additional [grant support ($100,000) from the Lumina Foundation](http://www.iusb.edu/~stusvcs/luminagrantproposal.pdf) for the period of 1 January 2004 to 31 December 2005 to aid in the expansion of the Making the Academic Connection program. The program was expanded to include Hispanic students by hiring

a Hispanic enhancement coordinator and recruiter. The Hispanic Recruiter/Advisor main- tained an average of seventy-three contacts per month with students, their families, faculty, staff, and community members from November 2004 through June 2005. In terms of reten- tion, the Lumina grant set a target of increasing retention for both African-American and Hispanic student populations by two percent each year. This goal was exceeded for Hispanic students but was not met for African-American students ([Lumina final report](http://www.iusb.edu/~stusvcs/jan06luminarpt.pdf), 2005, p. 6).

Further efforts are needed in this area.

The campus submitted an unsuccessful Title III grant in 2006 that was to target incoming students for special services, such as a summer cohort experience, supplemental instruction, and faculty mentoring. Initiatives such as this grant indicate a paradigm shift in the thinking about recruitment and retention issues at IU South Bend. With more faculty now involved in working with freshman orientation, student advising, and several retention programs, reten- tion has begun to become “everyone’s business.”

The Enrollment Management Plan set a goal of 7,500 students for Fall 2005. Actual enroll- ment of 7,459 (6,324 undergraduate and 1,135 graduate) fell just short of this goal, with the undergraduate enrollment at 101.7 percent of goal and the graduate enrollment at 88.5 percent of goal. Actual Fall 2006 enrollment of 7,420 students (6,371 undergraduate and

1, 049 graduate) fell even shorter of the plan’s goal of 7,700 students, although again the campus made its undergraduate enrollment targets (at 100.07 percent of goal) but fell even shorter at the graduate level (at 78.6 percent of goal). The campus surpassed its goal of

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70,017 projected credit hours in Fall 2005 with an actual credit hour enrollment of 71,368. However, it missed its target of 71,805 credit hours for Fall 2006 by 1, 824 hours with an actual credit hour enrollment of 69,981.

Closer analysis of the enrollment data from Fall 2004 to Fall 2006 reveals that the number of undergraduate students coming to the campus has actually dropped every year since 2004 (from 5,851 to 5,818 to 5,714). The decrease of regular undergraduate students has been balanced by an increase in the number of special undergraduate students enrolling over those same years (from 471 to 506 to 657). At the graduate level, the same pattern can be seen in the number of regular graduate students—drops from 855 in 2004 to 812 in 2005 to 734 in 2006. The number of special graduate students has remained more stable over

that same time period (324 to 323 to 315). Credit hour projections are being met because the students who do enroll are enrolling for more credit hours than in the past.

Thus, while at one level of analysis it would appear that the goals of the current enroll- ment management plan are being met at the undergraduate level but not the graduate level, through a closer analysis we can see that the campus is failing in its efforts at present to stabilize and build enrollment at both the undergraduate and graduate levels. Significant campus resources were directed at the enrollment management goals, particularly at the undergraduate level. The campus hired a Hispanic Enrichment Recruiter/Advisor, coordi- nated student services into the “one stop” center in the Administration Building and pursued ongoing grant development yet the campus did not realize many of its targets. IU South Bend needs to rethink what we are doing at the undergraduate level. The university needs to gather data to better inform decisions about where to invest our human and financial capital to realize the desired retention gains.

Changes in Indiana teacher licensing requirements provide one explanation for the drop in graduate enrollments. Teachers no longer need to earn graduate degrees to retain their

licenses. However, this is a change that the campus could have anticipated and prepared for. It is essential to gather better data and to determine in which fields we are experiencing declines. The enrollment plan needs to be re-analyzed for graduate programs and new initia- tives need to be launched to increase graduate enrollments if our ambitious target enroll- ments are to be met over the next three years.

The Enrollment Management Plan also set a goal of increasing the first-to-second year retention of undergraduate students from sixty-four percent in Fall 2003 to sixty-eight percent in Fall 2006. To accomplish this goal, the plan listed a total of eleven different strategies that would be pursued. The strategies themselves ranged from improving student health and childcare facilities to improvements in student support services and the process- ing and delivery of financial aid, more participation in student life activities, and better men- toring and advising. A review of persistence and graduation rates from 1992 to 2005 (Table 5.7) indicates that by Fall 2005 (the last year for which data is available), first-to second year retention rates had actually dropped from their high point of 69.5 percent in 2002 back to

64.4 percent. The same difficulties mentioned previously with regard to assessing the suc- cesses of our enrollment efforts apply here as well. The campus needs to do a better job measuring and evaluating our strategies for enhancing student retention and be prepared to shift course when it becomes clear a particular strategy is not having the desired effect.

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Cohort b | FTB\*  Headcount | Persistence  to Spring | Persistence  to 2nd Year | 6-Year  Grad. Rates |
| 1999 | 637 | 83.0% | 64.5% | 26.8% |
| 2000 | 638 | 82.3% | 64.4% |  |
| 2001 | 751 | 84.8% | 66.4% |  |
| 2002 | 659 | 86.3% | 69.5% |  |
| 2003 | 707 | 83.7% | 65.6% |  |
| Table 5.7: Persistence and Graduation Rates 1992-2005 (Source: [IU South](http://www.iusb.edu/~iusboir/Enrollment/Summaries/Enrollment%20Summary%20Report%204068.pdf)  [Bend Enrollment Summary, Fall 2006](http://www.iusb.edu/~iusboir/Enrollment/Summaries/Enrollment%20Summary%20Report%204068.pdf)) |
| 2004 | 706 | 83.0% | 64.4% |  |
| 2005 | 806 | 81.8% |  |  |

Source: IU South Bend Enrollment Summary, Fall 2006

\* FTB (Full-Time Beginners)

b This table summarizes the data submitted to IPEDS with the Graduation Rates Survey. The cohort is defined as full-time beginner (FTB), degree-seek- ing students who matriculated in either of the preceding summer sessions or in the fall, or students who began their coursework in high school and enrolled as traditional college students in the fall. These graduation rates combine all degree-seeking FTB students and provide the number of students who earned their degree within 150% of program length.

## PHYSICAL ENVIRONMENTS

##### Classrooms and Auditoriums

The campus has adequate classrooms to serve current demand. On the South Bend campus there are sixty-two general purpose classrooms and lecture halls with a seating capacity of 2,807 (see Table 5.8). These figures do not include seminar rooms and some of these class- rooms are special purpose classrooms that are scheduled by a particular unit. There are pe- riods of time during a given day in our typical schedule when classroom capacity utilization peaks. A better balance in the number of classes offered in each time period and additional utilization of Friday class times is helping to improve the situation and reduce these peaks in utilization.

|  |  |  |
| --- | --- | --- |
|  | **Classroom Size** | **Number of Classrooms** |
| 20 seats | 2 |
| 21-40 seats | 38 |
| 41-60 seats | 13 |
| Table 5.8 Classrooms on the South Bend Campus and Capacity (Source:  IU South Bend Registrar) |
| 61-90 | 3 |
| 91 and up seats | 6 |

The new Elkhart facility provides more classrooms and better office space than is currently available there. The Elkhart center has eleven general purpose classrooms, a science lab, and a computer lab. The science lab allows science classes to be taught for the first time during the day in Elkhart, instead of being limited to night offerings only. Future plans at IU South Bend include renovation of the Associates Building, which will add more classrooms and computer labs.

In the past, faculty had limited involvement in classroom design and renovation. The new Elkhart center took into consideration the needs of the faculty who will teach in the building.

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The campus has not been assessing the impact of classroom design on student learning nor discussing what should be provided in classrooms for future planning. The consultation that occurred about the new Elkhart facility has started a campus discussion about how class- room design affects student learning. Such discussions need to be formalized and factored into the process for revising the campus strategic plan and for establishing design param- eters for campus building and renovation projects.

##### Teaching Laboratories

There are nineteen teaching laboratories at IU South Bend: six for Biology (four general purpose, one for microbiology, and one with a down-draft system for anatomy and physiol- ogy); four for Chemistry (two general chemistry, one organic and one advanced); five for Physics (one electronics and four general purpose); and four for Computer Science (two for undergraduates, one for graduates, and one for the Informatics program). Science depart- ment faculty leaders report that their current lab spaces are adequate.

In addition to the science laboratories, there is a Language Resource Center. This center provides support for students in world language classes and for international students. There are also five computer classrooms used as teaching laboratory spaces for the writing and composition classes. The School of Education has a multimedia computer laboratory in Greenlawn Hall.

The Dental Hygiene program has its own specialized clinic, as does Nursing and Health Professions. The layout and available space for the Dental facilities need improvement to re- flect current practice. However, since the clinic is scheduled to move into the Education and Arts Building once it is renovated, this issue should be resolved at that time.

Nursing is also experiencing space shortages. They have acquired two Sim-Men, dummies that can be connected to a computer, in order to simulate all sorts of physiological events and then gauge how the students respond. As other units (especially Education) are vacated from Northside Hall once the Education and Arts Building renovation is complete, addition- al space should be available in Northside to meet Nursing’s space needs.

##### Studios, Gallery, Performance Areas

The campus has two performance areas—the main campus Auditorium which seats 800 and the smaller Recital Hall which seats about 300. Both of these spaces are controlled by the Raclin School of the Arts. They are used for music and theater performances, and student recitals and master classes of which the campus hosts more than seventy-five each year. An additional auditorium space that seats 130 is available in Wiekamp Hall. This space is mainly used as a classroom and is scheduled by the Registrar. As more programming is offered by different units on campus, difficulties have arisen with groups seeking to gain access to the larger performance areas. Even units within the School of the Arts have run into difficulties accessing these spaces. The Music program has been forced to schedule 2–4 student recitals off campus each spring. When they have presented an opera or operetta production, they are only able to gain access to the smaller of the two theaters. There is one ensemble rehearsal space which is being fully utilized so the choral, wind ensemble, and jazz ensemble rehears- als have to be held off-campus at local public schools. A better, more centralized scheduling mechanism is needed in order to better utilize these spaces and to ensure that all groups have equitable access to them.

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The Art Gallery, which opened in Fall 2000, provides 4,200 square feet of exhibition space which is used for student and faculty shows and touring exhibitions by other artists. There are dedicated teaching studios for painting/drawing, for design, for graphic design (com- puter lab/room), for printmaking, and for photography on campus. The sculpture classroom is currently housed off campus, but will be moved on campus once the Education and Arts Building renovation is complete. All of the classrooms except the graphic design lab are located in the Fine Arts Annex building. The graphic design computer lab is located in Northside Hall.

##### Technology in Classrooms

Campus computing resources are very good. There are currently thirteen general purpose computer labs plus two sixteen-laptop mobile units. All general purpose classrooms on cam- pus contain technical equipment that is sufficient for most instructional purposes. There are also several net express computer stations located around campus. Computers in the general purpose computer labs are replaced on a three year cycle. Wireless access is available to about 90 percent of the campus. (For further details, refer to the discussion of [Instructional](#_bookmark11)  [Technology](#_bookmark11) earlier in this chapter.)

##### Library

See section 5.4 for a discussion of the [library](#_bookmark17) facilities.

## INTELLECTUAL AND SOCIAL ENVIRONMENTS

##### Special Event Activities

The campus regularly uses classrooms and other specialized facilities for special event activities. These activities include tutoring sessions; faculty Senate or committee meetings; meetings and events scheduled by student clubs and organizations; lectures, table talks, and other formal presentations; and conferences for students and the community. These events are important parts of the curriculum and it is quite common for faculty members to coordi- nate their teaching with the visit of a guest lecturer to our campus and to bring that person into their class for the day or to bring their class to the speaker’s talk. Over the course of a semester, more than 300 such events may be scheduled.

##### The American Democracy Project

The [American Democracy Project (ADP)](http://ee.iusb.edu/index.php?/adp/) began as a collaboration between the American Association of State Colleges and Universities (AASCU) and the New York Times. AASCU invited member institutions to work for three years to make the knowledge, attitudes, and skills of active citizenship a more explicit curricular and co-curricular goal on campus.

Each participating institution chose programs suited to its own needs and talents. Since our campus joined nearly 200 other colleges and universities in this work in 2004, IU South Bend has had several notable successes. An extensive series of public speakers and lunch- time Table Talks have brought issues of civic responsibility, public policy, and the political process before the campus and community. Many classes have linked units to the topics of these presentations and students have attended as a class, often enjoying a chance to join in conversation with community figures whose expertise or personal experience makes them a valuable resource on an issue. Many of these speakers are also models of active citizenship, and they talk about the challenges and rewards of social responsibility.

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Our American Democracy Project has also included a weblog that has allowed faculty, staff, community members and students to express diverse opinions that reflect their own unique backgrounds and worldviews. The website is fully interactive, allowing students to respond to commentaries posted on the site and to engage in open dialogue. This process of criti- cal thinking, careful reflection, and public writing is a valuable part of students’ learning process—teaching them the skills required to be active citizens and lifelong learners. As the [ADP blog](http://ee.iusb.edu/index.php?/adp) has become better known, an increasingly diverse group of campus and com- munity members have contributed column-length pieces to the site. Readers can join in by adding comments on a piece in a moderated portion of the site. The site also includes an international news feed from the Canadian Broadcast Corporation. Many of the best of the pieces on the ADP blog were broadcast by the region’s NPR affiliate station, WVPE, in col- laboration with the university. The weekly broadcast extended the reach of the ADP blog

writings to an audience much larger than could actively participate in weekly events on cam- pus. Students are invited and encouraged to participate as writers in both the blog and radio series, and sometimes an instructor will assign a class to comment on an ADP entry and join in the conversation on the site. Members of the community have come to see the radio series as one of the notable sites of public exchange in our region, and now it is not unusual for

a member of the community to ask to speak on a topic of concern in that forum. Since the three-year AASCU/NY Times collaboration ended in 2006, the campus will need to decide what portions of its own project can be continued in the years ahead.

##### Core General Education Curriculum

The four categories in the general education core curriculum—The Natural World, Human Behavior and Social Institutions, Literary and Intellectual Traditions, and Art, Aesthetics, and Creativity—were developed to introduce students to many of the essential intellectual themes of these broad (and not mutually exclusive) groupings of disciplines. Each course approved in one of these categories is expected to include instruction in one of the funda- mental literacies (such as writing, critical thinking, oral communication, and so on), to be in- terdisciplinary, to include treatment of ethical issues that arise in connection with the course topic, and to contain certain essential themes that serve to define the nature of inquiry in

its broad family of disciplines. Recent offerings have included the following: Germs: The Good, the Bad and the Ugly; Death and Life Lessons; Crimes of Fiction; Worlds Outside Our Own; Animals Among Us; Physics of Life: Exploring Musical Genres: The Pastoral; Social Justice; Making Sense of College Life; Word Paint Experiments; and Exploring the City. These courses have generated excitement and enthusiasm among the faculty members who teach them because they are experimenting with both teaching strategies and with new course content.

##### Campus Theme Programming

The Campus Theme is an important component of the general education curriculum on our campus, where it serves an extended learning function. It fosters a liberal arts environ- ment at IU South Bend by connecting course work and extracurricular learning within the

general education curriculum and by linking the general education curriculum to our degree programs. The Campus Theme supports instruction by means of a coordinated program

of lectures, exhibits, performances, and other events and activities co-sponsored by various campus schools, departments, and organizations. Campus theme activities have been occur-

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ring since the 2003–2004 academic year, when the first theme programming was organized by a group of faculty members. The campus has organized around the following themes: Examining Identities: Identities in Conflict (2003–2004); Media and Democracy (2004– 2005); [The Mutable Body](http://mypage.iusb.edu/~mnilsen/BODYFINALREPORTN.htm) (2005–2006); [Diversity and Dialogue](http://www.iusb.edu/~gened/campustheme.shtml) (2006–2007); and [Sustain-](http://www.iusb.edu/~sbtheme/theme0708.shtml) [able Communities](http://www.iusb.edu/~sbtheme/theme0708.shtml) (the theme for the coming academic year, 2007–2008).

In the first year, 2003–2004, Palestinian-American poet Naomi Shihab Nye gave a keynote lecture and visited classes to discuss the process of making poetry. An exhibition of Israeli and Palestinian posters “Both Sides of Peace” and original works by Israeli and Palestinian women artists appeared in our gallery and “Opening of the Heart” a traveling photo exhibit that explored Palestinian-Israeli dialogue, was featured in other campus venues. Numerous forums on different identity issues, a theater performance, workshops for faculty on writing as public intellectuals, and a spring keynote lecture by Howard Schwartz and Jeff Fried- man on Translating Contemporary Israeli Poetry on the Theme of Genesis rounded out the year’s events. These activities set the pattern for future practice. In the second year, 2004– 2005, the campus launched the One Book, One Campus project, adopting Chris Hedges’

*War is a Force That Gives Us Meaning* as the central text for the year. This year also saw the launch of the American Democracy Project blog, which featured a student-created readers’ guide. A number of additional activities, such as a public reading of war poems by creative writing students and a Philosophy Day lecture by Nancy Sherman on “A Warrior’s Anger,” followed. Chris Hedges appeared on campus March 15 to do a reading and discuss issues.

A former Air Force psychologist with service in the first Gulf War led a “wrap-discussion” two weeks later on the psychological effects of war on soldiers.

For 2005–2006 the topic was “The Mutable Body,” defined broadly to encompass not only health and beauty, but slavery, pain, and the mind/body split. Philip K. Dick’s *Do Androids Dream of Electric Sheep?* was the campus book, and in mid-October a prominent scholar from UCLA, Katherine Hayles, delivered a well-attended lecture on the novel. In 2006–2007, a year devoted to “Diversity and Dialogue,” the campus book was Anne Fadiman’s *The Spirit Catches You and You Fall Down*. As in previous years, there were many occasions for discuss- ing and writing about the book, including a lecture on Hmong-American culture by John Duffy, author of a recent book on the subject. Two of the doctors featured in the book,

Dr. Neil Ernst and Dr. Peggy Philip, gave a talk about their experiences with the family at the center of Fadiman’s book and about their own experiences practicing medicine among people—including Christian fundamentalist Americans—whose cultural understanding of illness is very different from their own. Students, faculty, and community members created an overflow crowd for the lecture and asked questions reflecting their various disciplinary perspectives.

After the first year, decisions about the next year’s campus theme have been made by the general education committee. A separate “One Book, One Campus” committee creates a short list of books that fit the theme. Discussion is then opened up electronically on the blog and campus bulletin board; anyone may submit a book nomination, with basic criteria including the availability of a paperback edition, cross-disciplinary appeal, and relevance to the campus theme. The campus votes on the book and the winning title is announced in early spring so that instructors can include it in fall courses if they so desire. Campus units are encouraged to use the campus theme as they plan their own extracurricular activities and to offer courses that link to the overall campus theme. In 2007, the theme is “Sustain-

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able Communities,” and over twenty courses, ranging from a graduate seminar on “Our Energy Future” to a first-year art class on “Exploring the City,” will be offered during the fall semester. Such courses often appear as part of the Core General Education curriculum although some units also offer topics courses at more advanced levels that connect to the campus theme for the year. The theme can even impact the campus building plan. Plans call for the Community Building to be constructed as part of our new residential housing to meet Leadership in Energy and Environmental Design (LEED) certification standards as a “green” building. A theme is identified one year in advance to allow a volunteer committee to begin planning activities and arrangements for speakers. The year’s events are coordinated by two faculty liaisons each given release from teaching one course for a semester during the year to fulfill their coordinating duties. The themes themselves usually develop from propos- als put forward by interested faculty members and are framed so that every campus unit can participate in the overall theme. One can always imagine ways to expand such a program, but the campus theme programming appears to be accomplishing its original goals. Certain- ly it offers a model of interdisciplinary inquiry, and the inclusion of off-campus and elec- tronic discussions brings the community into the conversation. With the generous support of our community and university units, a nationally known speaker has been a highlight of each theme year.

##### Office of Multicultural Enhancement

This unit was described [earlier in this section](#_bookmark13). It provides comprehensive and culturally sensitive academic support services that are designed to recruit, retain, and graduate under- represented students and to assist the university in training and developing leaders for an increasingly diverse, multicultural society.

##### Conversations on Race: Office of Campus Diversity

[Conversations on Race](http://www.iusb.edu/~sbocm/oct05/conversationsIX.shtml) is an annual program that centers on a fall conference. Typically, the event begins with a speaker of wide appeal and national reputation on Thursday evening, and this event often fills most or all of the seats in the largest campus auditorium with audi- ence members from the campus and community. On Friday, young people from area schools spend the day on our campus in discussion groups, discussing their experiences with issues surrounding race and working on new approaches. On Saturday, in a series of focused con- versations, campus and community members return to discuss issues that are alive in the re- gion. Over the years many hundreds of students and area residents have heard major speak- ers and fellow citizens talk about the work that needs to be done here in northern Indiana to overcome barriers and conflicts associated with race. Conversations on Race is based on a premise that knowledge, communication, and responsibility can help a community advance.

The annual program is created by a committee made up of campus members and community partners. The [conversation](http://ee.iusb.edu/index.php?/adp/category/C100/) is continued throughout the year through the ADP weblog.

## OFF-CAMPUS ENVIRONMENTS

##### Study Abroad Programs

Although a growing number of IU South Bend students participate in study abroad pro- grams, the numbers are still tiny. Since 2000, we have averaged about thirty students study- ing overseas in Mexico: Language, Culture, and Society; Costa Rica: Sustainable Develop- ment; Jamaica/Belize: Tropical Marine Biology; Europe: The New European Union; London

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and Paris: Becoming Modern, 1666–1870 and Korea: Overseas Teaching Practice in Korea as well as programs offered through other Indiana University campuses.

A small number of exchange programs also provide students with the chance to live and study abroad with host-country students while taking classes at a partner university: Mexico: Universidad del Valle de Atemajac; Northern Ireland: University of Ulster; France: Universite du Sud (Toulon-Var); and Germany: Catholic University Eichstätt-Ingolstadt. In addition, several students have participated with faculty members in field research in South Africa (Psychology) and Kenya (Biology), respectively. Finally, students are eligible to ap- ply for study abroad programs hosted at other IU campuses. The largest number of study abroad students was in 2005, when fifty-nine students participated in a variety of study abroad courses, international exchange programs, and field research opportunities.

##### Freedom Summer and the Civil Rights Heritage Center

The [Civil Rights Heritage Center](http://www.iusb.edu/~civilrts/) was conceived by a group of students after they partici- pated in the [Freedom Summer](http://www.iusb.edu/~civilrts/freedomsummer.shtml) 2000. This course introduced students to the history of the Civil Rights Movement by traveling through the South, seeing the sites of major struggle and confrontation, and meeting with survivors of the Movement. A group of students was so energized by their learning on this trip that they returned with a plan to keep the issues and energies of the course alive on campus and in our region. With the assistance of faculty members and others, a small team of students brainstormed the role of the Center and laid the foundation for its development. The Center has won grant funding and created commu- nity partnerships, and will form a central element of a proposed alliance that will renovate and use South Bend’s Natatorium, a building that housed an infamously segregated public swimming pool during the middle part of the last century. The Natatorium will serve as a place for public discussion of civil and human rights in our region, both their history and the challenges we still face. Through public events and research opportunities, students, faculty, and the community will carry out the founding students’ vision, being guided by the moral urgency of the Civil Rights Movement in new community-based service.

##### Alternative Spring Break

In 2006, the Office of Student Life and Project L\*E\*A\*D developed the first alterna- tive spring break experience for IU South Bend students. A group of students traveled to

Mississippi’s Gulf coast to assist in disaster recovery efforts in the aftermath of hurricane Katrina. The project allowed students to put into practice an ethic of involved citizenship— helping others and giving back to a community. A second group traveled to the same area in Spring 2007.

##### Social Action Project

The [Social Action Project](http://www.iusb.edu/~sbsocact/) was founded and is currently run by Dr. Dé Bryant (Department of Psychology), who regularly takes teams of students to South Africa to work on a variety of research projects. The research is meant to teach the skills of social science research, as- sist the communities where they work, and create new knowledge that can influence “social policy, public perceptions, and university curricula.” These summer trips take place every other year. In 2006, the team documented their work for a wider audience on a weblog.

Members of previous teams have presented their research at local and regional conferences.

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## RESEARCH ENVIRONMENTS

##### Undergraduate Research: [The SMART Program](http://www.iusb.edu/~smart/)

The SMART program has four separate grant programs:

1. [SMART Research Expense Grant](http://www.iusb.edu/~smart/expense.shtml);
2. [SMART Travel Grant](http://www.iusb.edu/~smart/travel.shtml);
3. [SMART Internship](http://www.iusb.edu/~smart/intern.shtml); and
4. [SMART Summer Fellowship](http://www.iusb.edu/~smart/summer.shtml).

The Summer Fellowship program provides five or ten weeks of support for students to undertake research activities on a full-time basis. In the period 2000–2006, $63,000 was awarded to thirty undergraduates as summer fellowships: nineteen students in the Sci- ences, six students in the Social Sciences, three students in the Arts, and two students in the Humanities. Over that same period, $43,221 was awarded as travel grants to forty students in the College of Liberal Arts and Sciences (CLAS) and five students in the Arts. An addi- tional $15,786 was dispensed as Research Expense grants to twenty-four students in CLAS, six students in the Arts, and one student in Business and Economics. The program is not attracting applications from students in Nursing and Health Professions, the School for Public and Environmental Affairs, Business and Economics or Education (although Nursing and Business faculty members are represented on the committee). Given that student-faculty collaboration in research and learning has been identified in the campus mission statement as one of our key distinctions, effort needs to be devoted to expanding this program to all students in all schools, colleges, and divisions and to increasing the total support available so that more students overall can benefit from it.

The SMART program provides funding support for approximately ten projects each year, but there is a substantial amount of additional undergraduate research that does not receive or require funding support. On average, there are more than twenty undergraduate research projects each year just in the sciences. In 2005 in CLAS, there were twelve student co-au- thors on published research and twenty-two students listed as co-presenters at regional or national meetings. The extent and availability of undergraduate research opportunities is a distinguishing feature of IU South Bend. Our undergraduate research program was featured in the [IU Home Pages](http://www.homepages.indiana.edu/013103/text/smart.html) and in [IU’s Research and Creative Activity](http://www.indiana.edu/~rcapub/v25n1/student.shtml) journal.

##### Graduate Involvement in Research

A number of our graduate programs are practice-based and do not require that students in them complete research projects or theses in order to earn their degrees. However, the number of graduate students involved in conducting research on our campus has increased over the last six years. It is often difficult for these students to locate outside funding for

their projects. To meet this need, the Office of Research and the Office of Graduate Studies allocated funding to create a [Graduate Student Grant](http://www.iusb.edu/~graduate/graduategrant.shtml) program. Grants are available in the following categories: research, service, and leadership; and travel grants. Graduate students are also being encouraged to submit their work for publication and to present at regional and national conferences. Students in the Master of Liberal Studies program may have the opportunity to become involved in the editing process of *Confluence: The Journal of Graduate Liberal Studies*, which is now housed at IU South Bend.

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Core Component 3d: The organization’s learning resources sup- port student learning and effective teaching.

# Resources for Learning and Teaching

In spite of serious financial challenges, the campus provides a wide range of resources in support of teaching and learning. Some programs, such as UCET, are described elsewhere in Chapter 5. In this section, a very important and representative example is Schurz Library, which has maintained a leadership, perhaps even visionary, role on campus through such programs as One Book, One Campus and the new Information Commons, in spite of dwin- dling budgets and skyrocketing costs. Other programs have come together in the One Stop student services center in the Administration Building, including the Writing Center and most campus tutoring services. Carefully monitored placement programs direct students to appropriate developmental courses in mathematics, writing, and reading, and the respected Supplemental Instruction model of tutoring linked to high risk courses aims scarce resourc- es at students likely to have the greatest need. Other focused programs of student support include Threshold Learning Communities, Disabled Student Services, the ESL program housed in the English Department, Counseling Services, and Career Services. During the period of the self-study the campus has completely revised the advising program in order

to bring students into greater contact with faculty and professional advisors in their likely area of concentration. Extended Learning, Continuing Education, and Distance Learn- ing programs have been under focused review and development, and off-campus centers in the region have been greatly enhanced by the Elkhart Center which opens in Fall 2007. IU

South Bend has shepherded its resources carefully in order to support learning and teaching in carefully-shaped programs serving student groups in need of assistance.

## THE LIBRARY

##### Collections and Electronic Resources

IU South Bend’s [Franklin D. Schurz Library](http://www.iusb.edu/~libg/) offers members of the university community access to nearly one million items (monographs, serials, microforms, audio-visual materials, special collections, and federal government publications) that are housed on campus in the library or the [Educational Resource Commons](http://www.iusb.edu/~libg/erc/). In addition to locally maintained collections, the Schurz Library has electronic access to the holdings of Indiana University (via IUCAT, the online catalog), statewide libraries, and subscribed electronic databases. The Schurz Library has access to 128 subscription databases (some at no charge through the state of Indiana INSPIRE program) that can be used both within the Library and remotely. In ad- dition, patrons can access electronically the full-text of 24,502 serial titles. The collections of the Schurz Library and Educational Resource Commons are available to IU South Bend students, faculty, and staff, and to the citizens of Indiana and the Michiana area.

Since mid 2002–03, the number of monographs purchased for the library has been falling (see Table 5.10). Over time, a larger portion of the budget has been allocated to maintaining serial collections and site licenses for electronic resources. In 2000, for example, the library subscribed to 1,937 print serial titles; by 2006, that number had declined to 981 print titles. As costs have increased for serial titles and as more electronic databases have been added,

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funds have been diverted from monograph purchases. The downward trend for monographs has been reversed in 2005–06, but this budget has not yet returned to its 2000–01 level.

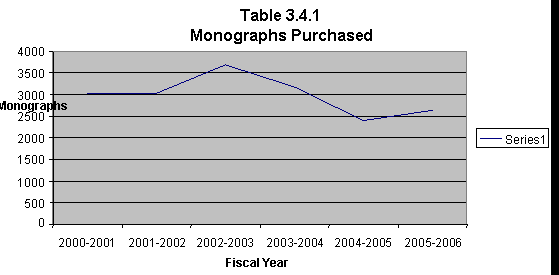


Table 5.10 Library Mono- graph Purchases 2000–2006.

(Source: Schurz Library)

Overall financial support for the library has eroded during the past six years. Table 5.11 shows the past six years of allocations to the library. The library receives approximately .5 percent less of the campus budget than it did in 2000–01. During every year, except 2004– 05, the percentage change to the budget did not equal or surpass the percentage change which occurred with the campus budget. The library received a dollar decrease in 2005–06, a year when the campus budget increased 4.16 percent and the academic budget increased 4.89 percent from the year before. Even with the declines in their budget, library staff members still provide good resources on a limited budget and library staffing and support are suffi- cient to meet current needs.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Allocation** | **% of Campus Budget** | **% Change** |  |
| 2000-01 | 1,763,779 | 4.01 |  |
| 2001-02 | 1,804,391 | 3.78 | 2.30 |
| 2002-03 | 1,847,892 | 3.77 | 2.41 |
| 2003-04 | 1,914,818 | 3.71 | 3.62 |
| 2004-05 | 2,009,281 | 3.78 | 4.93 |
| Table 5.11 Budget Allocations for Library Support, 2000–01 to 2006–07  (Source: Schurz Library) |
| 2005-06 | 1,976,353 | 3.57 | -1.64 |
| 2006-07 | 2,014,557 | 3.56 | 1.90 |

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##### Service and Instruction

The IU South Bend Library is heavily used both in person and via the web. The gate count of persons using the library in 2005–2006 exceeded 580,000. There are more than 20,000 reference transactions each year. Usage statistics are monitored yearly and the library direc- tor works closely with the Academic Senate Library Committee to assess the effectiveness of learning resources. Some electronic resources held at the Bloomington and Indianapolis campuses are not easily accessed by members of regional campuses. The university is still

developing policies to better enable such access. Although library resources at off-campus lo- cations are limited to those available through web access, overall access to learning resources is more than adequate.

The Schurz librarians teach students how to use the library in a variety of ways, includ- ing at the reference desk and in one-on-one appointments. Library instruction is formalized instruction either given in a faculty member’s class as a guest lecturer (called instruction sessions here) or in the librarian’s own classroom in the one-credit library research course (Q110). Self-guided tours are audio tape tours students check out and complete via MP3 player. High school visits are mostly Advanced College Program W131 sessions, with a few other high school classes that are not ACP. Table 5.12 summarizes the types of library instruction and the frequencies of use from 2000–01 to 2005–06.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Number of Instruction Sessions** | **Number of Individual Student Ap-**  **pointments** | **Number of Self-Guided Tours** | **Number of High School Visits** | **Number of Classes Taught (Students**  **Enrolled)** |
| 2000-01 | 219 | 3396 | 380 | 17 | 1 (10) |
| 2001-02 | 212 | 3629 | 609 | 9 | 1 (13) |
| 2002-03 | 154 | 2565 | 471 | 5 | 2 (30) |
| 2003-04 | 224 | 3907 | 372 | 9 | 3 (44) |
| 2004-05 | 193 | 3701 | 313 | 9 | 3 (36) |
| 2005-06 | 91 | 1607 | 299 | 8 | 22 (412) |

Table 5.12 Library Instruction Data, 2000-01 to 2005-06 (Source: Schurz Library)

The adoption of an information literacy requirement in the new campus general education curriculum (taught as Q110) is reshaping the contours of library instruction. In one year, the library moved from offering three sections of Q110, Introduction to Information Lit- eracy, to thirty-six students to offering twenty-two sections with over 400 students. Because this course is required of every entering freshman student at IU South Bend, eventually li- brarians will be teaching even more sections of this course. The library faculty must prepare to meet the demand for the general education Q110 required course.

##### Facilities

In the words of the external reviewer in 2003, “The Schurz Library is an attractive, comfort- able, accessible, up-to-date and user- friendly structure that effectively serves the needs of the IUSB community.” One of the major concerns about the facility, however, has been maintain- ing it, particularly given the lack of money for campus building repair and renovation. Over

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the last six years, library staff members have struggled with a leaking roof, malfunctioning HVAC systems, lack of a controlled environment in the Archives and Special Collection rooms, and lack of storage space for processing library acquisitions. Some improvements have been realized since the external review in 2003; the roof and HVAC system were both replaced and staff members have utilized a small room in the Associates building for stor- age. However, maintenance and space continue to be concerns as the new HVAC system mal- functioned during summer 2006 and the new roof continues to periodically leak. A looming problem is the library sprinkler system: the system installed in the building was not appro- priate for use in a library and it should be completely replaced. However, the cost of such replacement is significant—$75,000 or more. The system has leaked over the years but has not yet caused substantial damage because the leaks were not over book stacks. Staff mem- bers working in the Educational Resource Commons also function with inadequate space

for needs. The Supervisor lacks an office space for meetings with clients and working with employees in her supervisory capacity. Long term solutions need to be found for these issues.

One encouraging development in the Schurz Library is the construction of an Information Commons on the first floor of the library. This space is envisioned as a collaborative space that would serve as a one-stop research service center for students. It would combine a comprehensive repository of print and digital information resources with an array of inte- grated learning technology. Expert advisors (reference librarians, computer and multimedia production consultants) would be available on site to assist students, faculty, and staff as they research topics, write papers, tabulate data, design web pages or develop e-portfolios or multimedia presentations. Library and Information Technologies staff members are work- ing with Facilities Management and the university architect to prepare a plan for converting the reference room area into this facility, which would be the first phase of the project. The Information Commons is scheduled to open Fall 2007.

##### Assessment and Planning

The library conducts continuous assessment, using both formal and informal techniques. In 2001, they completed a User Satisfaction Survey. Based on this survey, faculty and staff showed greater satisfaction with library services than did students (see Table 5.13). Overall patrons are very satisfied with the library staff (see Table 5.14).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Status** | **Circulation** | **Reserves** | **Reference** | **Interlibrary**  **Loan** | **Library**  **Instruction** |  |
| Freshmen | 3.48 | 3.13 | 3.44 | 3.21 | 3.61 |
| Sophomore | 3.41 | 3.28 | 3.35 | 3.16 | 3.30 |
| Junior | 3.47 | 3.38 | 3.43 | 3.34 | 3.33 |
| Senior | 3.25 | 3.19 | 3.31 | 3.39 | 3.22 |
| Table 5.13 Patron satisfac- tion with se- lected Library Services broken down by status (Question 4.) |
| Graduate Student | 3.50 | 3.12 | 3.52 | 3.43 | 3.45 |
| Community | 3.51 | 4.0 | 3.83 | 4.00 | 3.00 |
| Faculty | 3.94 | 3.73 | 3.88 | 3.86 | 3.71 |
| Staff | 3.67 | 4.00 | 3.86 | 3.71 | 3.50 |
| Total | 3.49 | 3.34 | 3.48 | 3.49 | 3.39 |

1=very dissatisfied, 4 = very satisfied

Note: Number of responses from Community and Staff were negligible and should be disregarded.

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|  |  |  |
| --- | --- | --- |
|  | **Staff** | **Mean** |
| Are approachable and welcoming | 3.49 |
| Are willing to leave the desk area to help me | 3.47 |
| Table 5.14 Patron satisfaction with Schurz Library staff (Question 5.) | Are courteous and polite | 3.60 |
| Communicate with me using terms I understand | 3.55 |

1=very dissatisfied, 4 = very satisfied

When patron satisfaction is analyzed (see Table 5.15), it becomes clear faculty, staff, and stu- dents rank electronic resources high. However, students and faculty reported that they could not find books and journals that they needed for their research. This finding is not surpris- ing since the library has struggled to keep up its collections of monographs and bound journals.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **The library** | **The library** | **Books and** | **The library has** |
| **generally has** | **generally has** | **journals are on** | **the electronic** |
| **the books I** | **the journals** | **the shelf when** | **resources I need** |
| **need for my** | **I need for my** | **I need them** | **for my research** |
| **research** | **research** |  |  |
| **Status** | **Mean** | **Mean** | **Mean** | **Mean** |
| Freshmen | 3.13 | 3.28 | 3.04 | 3.64 |
| Sophomore | 2.87 | 3.06 | 2.87 | 3.67 |
| Junior | 2.91 | 2.94 | 2.95 | 3.51 |
| Table 5.15 |
| Senior | 2.84 | 3.02 | 2.95 | 3.53 |
| Patron satis- |
| Graduate Student | 2.69 | 2.68 | 2.79 | 3.56 |
| faction with |
| Community | 3.00 | 3.00 | 3.00 | 3.29 |
| Schurz library |
| resources | Faculty | 2.72 | 2.64 | 3.10 | 3.70 |
| broken down |
| Staff | 3.00 | 3.13 | 3.44 | 3.50 |
| by class status |
| Total | 2.86 | 2.95 | 2.96 | 3.59 |
| (Question 6.) |

1=Strongly disagree, 4=Strongly agree

Note: Responses from Staff and Community were negligible and should be disregarded.

The library, with the assistance of each academic department developed a conspectus that indicates the desired level of collecting in each discipline and sub-discipline. Using standard- ized lists and the OCLC Collection Analysis tool, the librarians have embarked on the process of analyzing the strengths and weaknesses of the collections, a process that will take several years to complete. Once completed, this analysis will be repeated on an ongoing basis.

In 2003, the library conducted its first comprehensive self-study and outside program re- view. The reviewer noted that the library’s focus is clearly on the delivery of service to sup- port student learning. He found it to be well-managed, effective, and successful at meeting the needs of the community. He did recommend that the materials budget be increased and that the library hire an archivist if it intended to house a functioning campus archives and special collections unit on campus. When the acquisitions librarian retired in 2003, she was replaced with a web services librarian and acquisitions responsibilities were distributed to

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others working in Collection Development and Technical Services. In 2004, the library was able to hire an archivist. Two positions that the program reviewer recommended be con- verted to full-time, the Assistant Supervisor of the Educational Resource Commons and the Administrative Support Specialist, remain as part-time positions. A plan to reallocate hourly funds to convert the Educational Resource Commons position to full-time was negated when the library’s hourly budget was decreased in 2006–07.

In addition to the user survey and the outside program review, librarians collect feedback about the library’s performance by meeting with new faculty members, deans, department chairs, library liaisons, and the Academic Senate Library Affairs Committee (monthly). The lobby suggestion box and the online electronic suggestion box are also places where library patrons can provide feedback. The library has used the results to implement changes in

its practices. For example, they now offer reference service using Instant Messaging; they added new electronic services such as IU-Link, Request Delivery, and One-Search; they pur- chased additional scanners to process e-reserves requests and for public use; and they added new electronic resources.

## LEARNING AND STUDENT SUPPORT SERVICES

##### One-Stop Center: Gateway to Excellence

Many institutions of higher education have centralized traditional student service offerings into one-stop centers that are more convenient for students to use. IU South Bend began its transformation in fall 2002 by asking the Indiana University architect’s office to evaluate the space used by student affairs and what would be required to transform it to a one-stop cen- ter. The redesign was partially undertaken to bring student service areas that would encour- age retention—the Academic Resource and Writing Centers, the Learning Disabilities office; career counseling; peer mentoring; tutoring and Supplemental Instruction services—into

a single central and convenient location. Meetings were held with deans and directors at IU South Bend and the then Academic Resource Center’s director, lecturers, and advisory board to provide an opportunity for information exchange and subsequent collaboration.

In spring 2003 directors and staff within the Office of Student Academic Support Services visited various colleges and universities to observe their one-stop centers. Also, a consultant conducted a team development in-service for the directors of student affairs to discuss the integration of student services and the one-stop concept. Subsequently, the consultant met with the Office of Student Academic Support Services to begin the transition of integrating the Academic Resource Center with other campus student support services.

The first phase of the one-stop service was completed with the integration of the Writ- ing Center, Supplemental Instruction, and tutorial services into a central location, renamed Academic Learning Services. At that time, some additional services (registration services and financial services such as electronic completion of the promissory note) were relocated to the Office of Student Academic Support Services. Since that time the one-stop center and its staff have focused on developing and unifying the delivery of programs to support all

students through successful degree completion with a significant number of faculty/student service collaborations.

The second phase of the project involved turning the lobby of the administration build- ing into a one-stop welcome center for student transactions involving the Registrar’s office,

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Financial Aids, and Admissions. The goal was a total integration of student and enrollment services into a one-stop center comprised of service delivery in three stages—student to student assistance, immediate contact with student affairs generalists, and functional as- sistance by experts in key areas (such as financial aid)—in order to provide quality service marked by friendly and caring interactions for students. On August 1, 2005, the Office of Student Affairs and Enrollment Management implemented the Information Center: Gate- way to Excellence. This has become the entry point for students, prospective students, alumni, and community members.

Because of intensive efforts not only to pull together the One-Stop Center but also to imple- ment PeopleSoft over the last two years, little formal assessment of the effectiveness of the One-Stop Center has occurred. Student Affairs is working with the institutional researcher to collect data and is examining some NSSE responses.

##### Academic Learning Services

From 2000 until Fall 2003, learning support services (the writing center, supplemental instruction, tutoring, and developmental and first-year education) at IU South Bend were scattered around campus wherever an empty space could be found for them. The Director overseeing these services left campus at the end of the 2001–02 academic year and each unit functioned on its own for the following academic year. In March 2003, the Director of the Writing Center was appointed to direct Academic Learning Services and a new vision for these services began to be implemented. Faculty in Academic Learning Services (ALS), who specialize in developmental education, were moved adjacent to the Academic Learning Cen- ter. By Fall 2004, the Writing Center moved from its off-campus location to the Learning Center. In March 2006, the director of Academic Learning Services and the Writing Center joined the rest of her staff in the refurbished office. These moves united Academic Learn- ing Services to include the Writing Center, Learning Center, and Supplemental Instruction. A new space is being renovated for the Disabilities Services staff along with a specialized lab room where they can work with students in this area. A Governing Board for Academic Learning Services has been re-established with representation on it from the College of Liberal Arts and Sciences (Mathematics and English departments), the School of Education, the Writing Center, and Student Services.

This new configuration of student learning support services has allowed staff members to more closely collaborate with one another and communicate about students’ needs. Through the auspices of the Academic Learning Services, an expert Education faculty member conducted a three-day (twenty-one hour) workshop during the summer 2006 for faculty

and peer mentors teaching developmental courses and some 100-level courses that have high student failure rates. The workshop was intended to assist faulty and peer mentors with motivating at-risk and unmotivated students to learn. Staff members are collaborat- ing to use their knowledge and data about previous student enrollment patterns (i.e., more at risk students tend to register just prior to the start of classes) to ensure that appropriate developmental classes will be available for these students in the future. This involves work- ing with departments to ensure that classes can be added as needed and that qualified staff members are available to teach these courses.

Academic Learning Services (ALS) offers a wide range of free services to students including tutoring, workshops, small study groups, foreign language conversation groups, online and

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video resources, podcasts, and faculty with special expertise. Writing Center staff members provide individual tutorials in writing, reading, and research, in-class presentations and lessons on topics as diverse as proper format and writing proposals and essay exams. Dur- ing its first semester of operation (Fall 2003), the Learning Center registered fifty student contacts and 600 contact hours. By the following spring, those numbers had risen to 1,250 student contacts and 2,200 contact hours. In 2003–04, the Writing Center recorded 3,700 contacts with students and members of the campus community. In 2004–05, the combined student contacts for tutorial and writing services were 6,739. By 2005–06, the combined student contacts for tutorial and writing services reached almost 8,000.

The expansion of the campus to Elkhart and across the St. Joseph River will affect ALS. This expansion may necessitate services for additional students. As a means of addressing high student demand, the units within ALS, such as the Writing Center, will continue to develop online tutorials and podcasts to help students help themselves.

IU South Bend has received funding from the Carl D. Perkins grant for over nine years. The grant provides primary funding for the Learning Center, as well as supporting supplemental instruction tutors. IU South Bend was notified in June 2007 that our grant has been ex- tended until 2012. However, funding for 2007–08 will be $20,000 less than this year’s fund- ing. This funding cutback will force Academic Learning Services to make difficult decisions about the services offered through this program.

##### Placement and Developmental Education

In 1999, the state of Indiana moved to establish a community college system which included campuses of Ivy Tech State College and Vincennes University; by 2004, Ivy Tech was the sole provider and became Ivy Tech Community College of Indiana. With the development of a community college system, new relationships had to be developed between these cam- puses and the existing regional campuses of Indiana University and Purdue University. On May 23, 2001, officials of Indiana University and Purdue University signed an agreement titled “Agreement for the Continued Development of the Regional Campuses of Indiana University and Purdue University, and IUPUI,” which spelled out the relationship between the new community college and the regional campuses. As part of this agreement, the universities agreed to offer “no more than one remedial course in each of two subject areas:

1. reading and 2) writing. Additionally, both institutions agree to continue to offer a pre- college algebra course or courses (1 to 6 credit hours). These students must also be taking credit courses that apply toward a degree.” Remediation, where required, was to be done at the community college level.

Currently, IU South Bend offers the following courses at the developmental level: Educa- tion X101, Techniques in Textbook Reading; Math M004, Introduction to Algebra, Math M014, Basic Algebra; and English W031, Pre-Composition. All of these courses are graded satisfactory/fail and do not count towards degree requirements. Placement exams are administered to all incoming students. Exams include the Nelson-Denny Reading Test and campus mathematics and English composition exams. The exams are used to determine the best level for students to begin studying math and English composition, and to determine if there is a need for a developmental reading course. The exams ensure that students begin at a level equal to their current skill levels. IU South Bend offers a limited number of develop- mental courses designed to advance students to levels of reading, mathematics, and writing

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appropriate for college work. Students who do poorly on our placement exams are coun- seled to attend Ivy Tech Community College to take the appropriate developmental courses for their placement level and to then re-apply to IU South Bend upon completion of that coursework. As can be seen in Table 5.16, the percentage of students requiring developmen- tal course content at IU South Bend has increased since 2002. Fifty-six percent of students admitted on probation in Fall 2006 who took the placement exams required developmental coursework, as compared to 22 percent in Fall 2002. More significant is the doubling in the percentage of fully admitted students whose placement scores indicated they require devel- opmental courses—from 12 percent in Fall 2002 to 24.5 percent in Fall 2006.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Cohort | Cohort Count | Admit Fully Qualified | Admit Probation | %  Probation | Full Admit Develop. Crse Cnt | Full Admit % Develop. Crse Cnt | Prob. Admit Develop. Crse Cnt | Prob. Admit% Develop. Crse Cnt |
| Fall 02 | 1374 | 1048 | 326 | 23.73% | 122 | 11.64% | 71 | 21.78% |
| Fall 03 | 1293 | 971 | 322 | 24.90% | 185 | 19.05% | 121 | 37.58% |
| Fall 04 | 1437 | 1061 | 376 | 26.17% | 196 | 18.47% | 175 | 46.54% |
| Fall 05 | 1532 | 1100 | 432 | 28.20% | 212 | 19.27% | 211 | 48.84% |
| Fall 06 | 1566 | 1110 | 456 | 29.12% | 272 | 24.50% | 255 | 55.92% |

Table 5.16 Percentage of Fully Admitted Students and Probationary Admitted Students Requiring Developmental Course Content, 2002-2006

(Source: Office of Admissions)

As can be seen in Table 5.17, between fourteen and twenty percent of incoming students require developmental work in reading. Between thirty-six and forty-four percent require developmental coursework in mathematics (either Math M004 or Math M014). One pos- sible explanation for the increase in the number of students placed into M004 in Fall 2006 is changes in how the placement test was scored; students are now penalized for incorrect answers.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Developmental Courses** | | | | | | | | **Credit-Bearing**  **Course** | |
|  | **Reading X101** | | **Math 004** | | **Math 014** | | **English W031** | | **English W130** | |
| **Year** | **#**  **students placed** | **%** | **#**  **students placed** | **%** | **#**  **students placed** | **%** | **#**  **students placed** | **%** | **#**  **students placed** | **%** |
| 2000 | 356 | 18.8 | 390 | 19.3 | 471 | 23.3 | 872 | 55.7 | NA\*\* | NA |
| 2001 | 346 | 18.6 | 395 | 18.8 | 506 | 24.1 | 142 | 8.3 | 1015 | 59.7 |
| 2002 | 329 | 19.3 | 247 | 12.5 | 484 | 24.5 | 46 | 2.9 | 1075 | 69.0 |
| 2003 | 209 | 14.0 | 205 | 11.1 | 464 | 25.3 | 30 | 2.7 | 740 | 68.0 |
| 2004 | 215 | 13.7 | 251 | 13.0 | 467 | 24.3 | 13 | 1.8 | 580 | 80.4 |
| 2005 | 313 | 17.0 | 275 | 13.2 | 478 | 23.1 | 37 | .07 | 417 | 79.2 |
| 2006 | 320 | 20.8 | 356 | 19.6 | 436 | 24.0 | 178 | 11.8 | 1130 | 75.3 |

Table 5.17 Students Requiring Developmental Work By Course, 2000-2006 (source: Office of Admissions)

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\*\*W130, which is not a developmental course, began to be offered in 2001. The English department recognized that many students being placed into the W031 developmental course were not in need of remediation. The department developed W130 as a credit-bearing, writing skills refresher course.

The number of students placing below the required composition course (W131) has been increasing over that same six year period. Beginning in 2003, students had the option to not take the placement exam and self-select into W130. In the summer of 2004, the Eng- lish exam was made optional, based on a student’s verbal score on the SAT. The policy was modified in November 2005 to factor in the new essay portion of the SAT. By 2005, the English department realized that the rubric they were using for student placement was al- lowing students with weak composition skills, who would have been placed in W031 if they took the placement exam, to self-select into W130. A new rubric was adopted for 2006 and the number of students placed in developmental composition increased from .07 percent of students in 2005 to 11.8 percent of students in 2006.

Assessment is needed to determine the persistence rate of students that test into and enroll in developmental courses. This would assist in determining if those that place into devel- opmental courses and enroll in those courses persist at a rate that is lower, higher or about the same as those that do not place into such courses. In addition, we need to know what the persistence rates are for students that test into developmental courses but do not enroll in them initially.

##### Supplemental Instruction (SI)

The Supplemental Instruction program empowers students with learning and study strat- egies to aid them in conquering courses such as algebra, astronomy, biology, business, chemistry, English composition, mathematics, physics, and physiology. This program has increased student academic performance and retention. Supplemental Instruction is provided by advanced undergraduates or graduate students who have demonstrated competency in the subject matter and have undergone intensive training. The SI leader holds small-group study sessions outside the regular class schedule. The student leaders conduct several study sessions each week that review course content, discuss issues, and teach effective reading

and study strategies. The days and times for SI sessions are determined by the students in the class. There may be three to five sessions per week. The program is free to students and participation is voluntary.

The SI program has demonstrated some success. Historical data comparing DFW (drop- fail-withdraw), GPA, and persistence rates in classes with SI leaders is maintained by the Perkins Grant Administrator. Statistically significant differences have been noted between those who take part in the SI program compared to those students in the same class who do not. Where Supplemental Instruction is offered, those students who participate in the SI

program historically have GPA’s about 0.46 points higher than those who do not (see Figure 5.3). This GPA comparison is consistent with the longitudinal study conducted by the Uni- versity of Missouri, Kansas City, home of the Supplemental Instruction program.

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Students participating in the SI program have earned more grades of C or higher than students in the same classes who did not use SI. On average, only about 20 percent of those students participating in the SI program earn a grade of D, F, or W compared to about 40 percent of those not participating (Figure 5.4). This may be related in part to the correla- tion that those participating in SI sessions tend to have a higher self-motivation or are better prepared even before taking part in the program.

Figure 5.3 GPA Comparisons of Supplemental Instruction Participants and Non-Partici- pants, 2000-2006. (Source: Per- kins Grant Administrator)

4.00

3.50

3.00

2.50

2.00

1.50

1.00

0.50

0.00

GPA Comparisons

SI

Participants

Non-SI Participants



Figure 5.4 DFW Comparisons of Participants and Non-partici- pants, 2000-2006

(Source: Perkins Grant Administrator)

60.0%

50.0%

40.0%

30.0%

20.0%

10.0%

0.0%

DFW Comparisons

SI

Participants

Non-SI Participants

Fall 2000

Fall 2001

Spring 2002

Fall 2002

Spring 2003

Fall 2003

Spring 2004

Fall 2004

Spring 2005

Fall 2005

Spring 2006

Students participating in the SI program have historically earned a higher percentage of passing grades than those not participating. Studies have shown there is a correlation that the more highly motivated, self-actualized students tend to participate in the SI program at a higher rate than their colleagues. Student participation in the Supplemental Instruction pro- gram is voluntary. Data shows that about 24 percent, nearly one in four, of those students enrolled in classes with SI leaders participate in the sessions at some point in the semester.

Fall 2000

Fall 2001

Spring 2002

Fall 2002

Spring 2003

Fall 2003

Spring 2004

Fall 2004

Spring 2005

Fall 2005

Spring 2006

Semester completion data for students participating in SI (those who earned a grade other than W) has been collected since fall 2002. Students participating in the SI program tend

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to complete the semester at a rate that is about 9 percentage points above the rate for those who do not. Since fall 2002 students participating in SI sessions have completed the semes- ter at an average rate of about 89.4 percent compared to about 80.5 percent for those not persisting (Figure 5.5).

Figure 5.5 Course Completion Comparisons for Participants and Non-Participants, 2002-2006. (Source: Perkins Grant Administrator)

90.0%

80.0%

70.0%

60.0%

50.0%

40.0%

30.0%

20.0%

10.0%

0.0%

Course Completed Comparisons

SI

Participants Non-SI Participants

To date, the course completion data does not reflect students earning a grade of F due to non-attendance. This is an area that is being further analyzed.

Fall 2002

Spring 2003

Fall 2003

Spring 2004

Fall 2004

Spring 2005

Fall 2005

Spring 2006

##### Threshold Learning Communities

Students who are admitted on probation and fully admitted students whose placement re- sults indicate they need developmental work are required or strongly encouraged to enroll in the Threshold Learning Community seminar (EDUC-U 100), offered through the Aca- demic Learning Center (see Table 5.18). This is a three credit course that is designed to teach students college textbook learning strategies and test-taking skills, critical analysis skills, and the uses of campus resources, including the library. A June 2007 study of 37,000 students at Florida’s twenty-eight public community colleges by the Community College Research Center at Columbia University’s Teachers College found that students who took a success course like U100 were eight percent more likely to have earned an associate’s degree or certificate than others within five years, eight percent more likely to stay in college and three percent more likely to transfer.

As part of the Indiana Project on Academic Success (IPAS) program, the Office of Institu- tional Research conducted an in-depth assessment of the effectiveness of U100: Threshold Learning. The assessment identified that U100 had a direct relationship to student’s first semester GPA but an indirect relationship to retention. Since its involvement in the IPAS program, the campus has more carefully examined the curriculum and instructors of U100 and has made a number of important changes. The curriculum has been modified to better address the academic challenges facing under-prepared students when they enter IU South Bend. The assessment also revealed that over the past decade more and more sections of U100 have been taught by adjunct instructors. In the fall 2007, fifteen of the eighteen sec- tions of U100 will be taught by professional staff from IU South Bend who are involved

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in approximately thirty hours of professional development workshops during the summer 2007.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Year** | **# Sections** | **# Students** | **# Sections** | **# Students** | **Total #** | **Total #** |
|  | **Fall** | **Fall** | **Spring** | **Spring** | **Sections** | **Students** |
| 2000-01 | 15 + 1\* | 301 | 6 | 101 | 22 | 402 |
| Table 5.18 |
| 2001-02 | 16 + 1\* | 322 | 6 | 78 | 23 | 400 |
| EDUC-U 100 |
| 2002-03 | 17 | 274 | 5 | 71 | 22 | 345 |
| Threshold |
| 2003-04 | 16 | 251 | 6 | 71 | 22 | 322 |
| Seminar: |
| Student | 2004-05 | 13 | 225 | 5 | 57 | 18 | 282 |
| Enrollment |
| 2005-06 | 11 | 205 | 4 | 59 | 15 | 264 |
| 2000-2006 |
| 2006-07 | 13 | 234 | 3 | 68 | 16 | 302 |
| (source: ) |

\* One section was for one credit only.

##### Disabled Student Services

Assistance from the [Disabled Student Services](http://www.iusb.edu/~sbdss/) office is available for any student who pro- vides documentation of a disability that is a significant limitation to learning, as per Section 504 subpart E, of the Americans with Disabilities Act. The number of students receiving disability related counseling and modification has increased. In the Fall semester 2004, there were 236 students registered with the Office. As of the end of Spring semester 2005 that number had increased to 306 students; by Spring 2006, there were 440 students registered with the office. As of Spring 2007, two hundred students were actively using the office’s services and over four hundred students had contacted the office for assistance. Sixty-two percent of students received services for learning disability and /or attention deficit dis- order as the primary disability. Other students served were documented with psychiatric, physical, visual, or hearing disabilities.

Students receive academic or physical accommodations which are determined from an inter- view with the student and from substantial medical and/or neuropsychological documenta- tion provided by certified clinicians. The accommodations are unique to the specific courses. Students and the Director review the efficacy of the accommodations throughout the semes- ter as needed. The effectiveness of the program is evaluated from feedback through yearly surveys of students as well as persistence and graduation rates of the students who choose to continue to receive services. Students are taught strategies that encourage independence.

Disabled Student Services (DSS) provides frequent consultations and workshops with faculty and staff regarding student needs and alternative teaching and testing methods to insure compliance with federal disability laws. Additionally DSS helps conduct freshman ori- entation sessions and individual disability advising sessions with students for fall and spring semesters. The Office of Disabled Student Services also has a continuing working relation- ship with numerous school districts in the Michiana area. The office staff members work closely with the Disability Advisory Committee. The Committee consists of the Director of Disabled Student Services, many professional staff and faculty, as well as the Associate Vice Chancellor of Student Services.

This particular office has experienced a high rate of staff turnover in the last six years. The

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campus added a second position for Learning Disabilities Specialist in 2005–06. It is clear that the number of students qualifying for services is increasing. However, assessment data linking services provided to student learning outcomes are not available at this time. The current Director, hired spring 2007, is working to address this gap. He is developing a sys- tem to check student success by monitoring GPAs and retention.

##### English as a Second Language Services

The [English as a Second Language Services](http://www.iusb.edu/~sbeng/esl.shtml) office works to support IU South Bend students for whom English is not their mother tongue. Non-native speakers of English who enter IU South Bend through the Office of International Student Services (ISS) are required to take the Written ESL Placement Exam (SBENG) and the Oral Interview ESL Placement Exam (SBORL). Based on the scores received, students are placed into appropriate English compo- sition courses as well as appropriate ESL courses. The ESL courses are designed as sup- port courses that help students become linguistically prepared for the demands of academic coursework at the university level. They are intended to prepare the students for the other (non-ESL) courses they will take while studying at IU South Bend. Students who require remedial coursework in order to be successful in their program of studies are placed into those remedial courses during their first semester.

Some non-native speakers from the local community do not enter IU South Bend through International Student Services. There is currently no formalized system that requires all non-native speakers of English to take the ESL Placement Exams. When a faculty or staff advisor is working with a student whose native language is not English and who may have language difficulties, the advisor can contact the ESL Director to request that the student take the placement exams. The ESL Director will determine whether the exams are required and, if necessary, administer them. The goal is to ensure that student are placed appropri- ately and receive the support they need.

##### Counseling Services

The [Student Counseling Center](http://www.iusb.edu/~sbscc/) provides free and confidential help to IU South Bend students and their immediate families for a variety of personal and emotional difficulties. Services include counseling and consultations, crisis intervention, life skills/personal devel- opment workshops, links to community resources, and various support groups. Until 2000, IU South Bend had a contractual arrangement with Madison Center and Hospital, a not- for-profit comprehensive mental health center. That relationship was terminated in 2000 and a new director of the Counseling Center was hired as a university employee in order to provide better service to our students. The current Director is an Assistant Professor in

the Counseling program of the School of Education. This dual appointment has allowed for better coordination between the campus center and the academic program in Counseling and Human Services.

Data collection during the 2000–2004 period was erratic for this office. The director has initiated regular data collection strategies and is tracking the quality and quantity of service provided. The average monthly direct service units was approximately sixty-eight from September 2004 through August 2005, (a “unit” is equivalent to forty-five minutes of direct contact with a client.) Therefore, an approximate total of 816 direct service units were provided over the entire twelve month period. Over 230 students, faculty, and staff received

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formal clinical and/or consultant services. Over 600 students, faculty, and staff received some type of service or information from counseling center staff, (i.e. mental health screen- ings, in-class presentations, brief informational contacts). In addition, over 1,000 students and parents received information directly from counseling center staff at student orienta- tions, (freshman orientation, international student orientation, disabled student orientation, MSW program orientation, and other program orientations).

##### Career Services

For the sixth consecutive year, the [Career Services Office](http://www.iusb.edu/~sbcareer/) experienced an increase in the number of students seeking career counseling, internship information, and employability skills counseling. Classroom presentations, faculty and staff referrals, student referrals, and career programming campus-wide are among the reasons for increased contact. During the 2006–2007 academic year, the office made over 1,754 contacts with students through indi- vidual appointments, group and classroom presentations, programs and events.

A new director joined the office effective July 1, 2000. The Office was comprised of a full time director, secretary, career outreach coordinator and secretary to the coordinator. The latter were positions funded by the 1997 Lilly Endowment Student Success Grant to de- velop a Major Advising Program for undecided students. In 2002, a part-time career coun- selor position was added to the staff, who also served as an internship administrator/career counselor until 2006. In 2003, the office received a grant funded by the Lilly Endowment “Initiative to Promote Opportunity through Educational Collaboration” to develop intern- ship opportunities and programs for employers and students. With the grant, two additional positions; internship employer developer and internship program assistant, were added.

These positions concluded at the end of the grant in December 2006. In August 2006, the former full-time career counselor became the new Director. The internship employer devel- oper was hired as the new Career Counselor effective January 2007. The part-time intern- ship administrator/career counselor position will not be filled at this time. Effective July 1, 2007, the Community Links Office has been merged with the office and the current position of community outreach coordinator will become a career services assistant position. There will be four full-time staff: the director, career counselor, office manager (secretary) and career services assistant. In addition, several hourly and work-study student workers are employed in the office.

The office collaborates with the academic units to bring career-related programming to un- decided students. In previous years, the office created and promoted a “Coffee and Careers” program to assist those same students in learning more about majors at IU South Bend, and careers related to those majors. Over the years, this program has been modified using the wider approach of visiting each of the U100 Threshold Seminars to discuss choosing a major, upcoming career programs and the various services offered by the office. The office has created handouts on careers, including related information for each major offered by the

university. During the 2006–2007 academic year, the office developed a speaker series to con- nect the academic and career success of students, which will be carried forward in the years to come. In addition, podcasts on careers and their associated majors are being developed in partnership with the faculty and deans of each School.

The office has a number of assessment tools gauging student, employer and intern satisfac- tion. Staff members utilize online and paper assessments to gauge student and employer

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satisfaction with services, programs, events, and onsite internship evaluations. Most recently, the office has developed and administered an online graduate survey to gather occupational information on that population. Employers are sent internship evaluation forms to determine their satisfaction levels with student intern performance. Online technologies have increased the amount of data collected during the 2006–2007 academic year to track and assess office services and programs. A comprehensive report assessing the success of the annual Indiana Careers Consortium (INCC ) Job and Internship Fair gathers the assessments of all partici- pants, including satisfaction surveys. This is published and provided to all members of the consortium, which supports the annual Fair.

## ADVISING

##### Shift to Direct Admits

In October 2000, the Vice Chancellor for Academic Affairs announced to the campus that as part of the reorganization of the Student Services unit under Academic Affairs, IU South Bend would move to a new model for student advising. The former Freshman Division would be disbanded and students would be directly admitted to academic programs begin- ning with the Fall 2001 semester. The earlier freshman division model used professional staff members who advised freshman and sophomore students about course selection. This model often postponed a student’s contact with faculty members in their major until their junior year. Faculty members had expressed concern that students were not being properly mentored for future career goals. Among the rationales for the change (see Academic Cabi- net notes), were the increase of retention rates and the desire for students to have knowl- edgeable and accessible advisors, including faculty advisors. The earlier contact with faculty, it was hoped, would foster stronger connections with faculty in a student’s field of study.

While there was strong support among some sectors of the faculty for this transition, other faculty members were concerned about the increased faculty work load, about the reward structure for advising, about training and resources, and about the consequences for students if advising was not done well. These concerns were expressed to the NCA re-accreditation team that visited our campus in November 2000 and the team noted that we should carefully and fully explore the implications of changing to direct program admits. A task force was appointed with the charge to more fully explore the strategy and develop an implementation plan for this new model that would be sensitive to faculty concerns.

The College of Liberal Arts and Sciences, whose own Advising Committee strongly sup- ported the transition, took the lead in the new policy by accepting responsibility for advising undecided students. The College put an advising center into place staffed by a senior faculty member and by two staff advisors from the former Freshman Division. These individuals were supported by a cadre of faculty volunteers who agreed to serve as mentors to a smaller number of undecided students (about ten to twelve students per faculty member). The new policy was implemented in several phases: by Spring 2001, all students who had declared

a major in Liberal Arts and Sciences (including new admits) were transferred for advising to the academic departments; during the Summer and Fall 2001, students were admitted to Freshman Division and if they had a declared major, were then transferred to the academic departments for advising; by Spring 2002, all remaining undecided students in Freshman Division were transferred to Liberal Arts and Sciences for advising and new students were being directly admitted into and advised by the appropriate academic departments.

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Direct admission to Business and Economics, the School for Public and Environmental Af- fairs, Continuing Studies, and Education began in Spring 2002, using the same procedures that had been pioneered with the College of Liberal Arts and Sciences. (Fine Arts and Nursing and Health Professions were already using a direct admission model.) In all four of those units, professional staff members are still primarily conducting advising as course selection. In Education, professional advisors continue to be used due to the complexities of teacher certification standards and the need to ensure that students are completing the ap- propriate sequence of coursework.

##### Advising and the Strategic Plan

The shift to direct admission occurred as the campus was developing a new strategic plan. The Task Force on Academic Excellence embraced the new model of faculty engagement with students through advising and made it one of their major recommendations for campus action. They recommended that the campus develop an advising model that is holistic, com- prehensive, and accessible to all students. As the report notes, “Achieving greater excellence begins with the advising process. Proper advising is critical to a student’s success. Students need assistance not only in choosing the appropriate courses for general education or their major, but in developing their talents and academic abilities in all areas. They need guidance about how to connect their academic studies to their personal lives. From their first day on campus, they must be introduced to all the possible avenues they can pursue to enhance their college education and thus their career possibilities. We must provide them with clear, high expectations for their college experience. Our students will achieve greatness if we encour- age them to aspire to greatness.”

At the heart of this recommendation was the belief that the model required the continued and increased involvement of faculty members in academic advising, who, in collaboration with professional advisors, would advise both students majoring within the academic disci- pline of the faculty members and undeclared students. As they noted, “Successful academic advising benefits students, faculty members, and the campus as a whole. A strong advising program helps students to formulate academic and career goals, to feel fuller membership in the academic community, and to become successful learners. Academic advising helps faculty members broaden their vision beyond their own discipline and stay in closer touch with shifts in the nature of the student body and the campus as a whole.”

The Strategic Plan recommended a number of steps to be taken in the area of advising. It called for the campus to establish and implement a new holistic model of academic advising.

To do this, it would be necessary to design an advising model that utilized the full range of IU South Bend faculty and staff advisory resources. Faculty and staff members would need to be trained in using the new advising model (through UCET). Advising needed to

be incorporated into the faculty annual reporting mechanism and should be recognized and rewarded. And finally, the campus needed to develop an advising assessment mechanism and to conduct and review assessments of advising on an annual basis, possibly through the Of- fice for Institutional Research.

The campus is only now at the point where these recommendations are being implemented. In Spring 2007, the Vice Chancellor for Academic Affairs created an ad-hoc Advising Com- mittee (composed of a faculty representative from each unit and a representative from the Professional Advisors Committee and from Student Services) that is working to develop the

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advising model, to ensure that appropriate training resources are in place, and to devise the assessment mechanism. The campus did move to incorporate advising into faculty annual re- ports (by 2004) and at least one campus unit, the College of Liberal Arts and Sciences, offers an annual Outstanding Faculty Advising Award ($1000 placed in a research account).

##### Administration of Academic Advising

Advising is currently administered by each unit and units vary in terms of whether or not advising is required and how often. While all units have developed advising plans, there is minimal collaboration or cooperation among academic units on advising policies and pro- cedures (i.e. probation programming, degree progress through OneStart, web resources, retention efforts).

##### Academic Advising Models

Two models of advising continue to be in effect on campus. One utilizes faculty members working with professional staff members. The other relies predominantly on professional staff advisors to assist students with class planning, although faculty may still interact with students in a mentoring capacity. The first model characterizes advising interactions in the Raclin School of the Arts, the College of Liberal Arts and Sciences, the School of Business and Economics, The School of Social Work, and the School of Public and Envi- ronmental Affairs. Faculty members work with students who have determined their majors. In the School of Business and Economics, for example, students are not allowed to officially declare a business major until they have reached junior status. This means that professional advisors work with freshmen and sophomore students. In the College of Liberal Arts and Sciences and the School of the Arts, as soon as students have determined their majors, they begin to work with faculty advisors. Students who remain undecided may work with profes- sional staff advisors (as in Business), or with a combination of professional staff advisors and faculty members who have volunteered to mentor these students (as is the practice in the College of Liberal Arts and Sciences). In some of the units within the Schools or Col- lege, advising may be the primary responsibility of a particular faculty member in the unit. In other units, all faculty members may be expected to advise and students are assigned an individual advisor. Some units do not allow students to register for courses until they have been advised; others recommend but do not require advising.

The second model using mainly professional staff advisors characterizes the practice in the School of Education, where stringent requirements for teacher certification are moni- tored by professional staff advisors who stay current on the standards and the Division of Nursing and Health Professions, where the sheer volume of pre-professional students would swamp the faculty members available for advising and where faculty members are

often in clinical settings off-campus and so not easily available to advise. For both Nursing and Health Professions and Education, the student’s plan of study is so structured that the professional advisors are well positioned to know, describe, and suggest the best course of action for the individual student. Faculty members in both these units then are free to work with students in a mentoring capacity. In the School of Education, some advising also is integrated into courses taken by all majors; for example, the one credit EDUC-F100, In- troduction to Teaching, assists first semester students enrolled in the school to explore the teaching profession and reflect on their own professional goals.

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##### Integrating Advising with Other Campus Functions

A number of services such as orientations, placement testing, career counseling, tutoring and peer mentoring have remained as centralized functions under the Student Services area. While progress has been made in integrating faculty advisors into New Student Orienta- tions (run by the Student Services area), there is still work to be done in providing faculty advisors with the relevant information about financial aid, tutoring and other support services, and career counseling that they require in order to work well with students. This is one of the areas that the Ad-Hoc Committee on Advising is exploring in order to make the necessary recommendations about steps to take to remedy this situation.

##### Training and Development Opportunities for Advisors

Many units provide annual training sessions for faculty members who advise in order to keep them abreast of changes in the curriculum, general education, support services, and new campus policies that might affect students (such as changes in payment arrangements or financial aid). UCET has integrated a session by the Professional Advisors Committee into its New Faculty Orientation Program. More recently, Academic Affairs has sponsored several web-inars on academic advising offered through the National Academic Advising As- sociation (NACADA) for faculty members and professional advisors.

The professional advisors on campus organized to create the Professional Advisors Com- mittee (PAC) as an ad hoc committee of the Professional Staff Council in March 2004 as a result of the discussions then occurring on campus around the advising recommendations in the Strategic Plan. It became a Standing Committee in May 2005. Currently, the PAC consists of fifteen members who represent ten campus units. The PAC links professional advisors to faculty members and other professionals in Academic Affairs and Student Af- fairs to exchange information and ideas about how to best advise our students. The PAC has invited speakers to discuss topics such as Admissions and Transfer Students, Supplementary Instruction, the Learning Center, the new General Education Curriculum, International Programs, and Foreign Language Placement Exams. Some of its members have attended annual sessions of NACADA. They participate in peer mentor training, in working with advisors at Ivy Tech Community College to facilitate student transfers, and in UCET’s Back to School Week for new and returning faculty members. They have been active on campus in efforts to provide some of the needed training and informational modules called for in the campus Strategic Plan.

##### Assessment of Advising

Assessment of advising is uneven across the campus. There is no campus-wide evaluation of academic advising. However, many departments and advising units conduct regular evaluations of individual advisers or advising programs. The School of the Arts assesses advising utilizing a response instrument in the same manner as student evaluations. This procedure has been used for three semesters only, so there is not yet an enormous volume of information, but they are beginning to see some patterns and recognize areas of weak- ness. The School of Business conducts focus groups with graduating students annually.

Among the issues they probe for are students’ experiences with advising. They also conduct alumni surveys every three years and include items that specifically deal with perceptions

of advising.

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Two outcomes of these efforts included:

1. involving faculty directly in the advising process which had not previously been the case; and
2. establishing a professional staff position that handles freshman advising where a backlog had previously existed.

In Social Work, advising is assessed as part of the exit survey given to all third year stu- dents in their last semester in the program. Advising issues are discussed periodically at de- partment meetings. In the School of Public and Environmental Affairs, there are questions on the alumni survey about advising. Based on informal student feedback, they have made at least an initial advising appointment mandatory for transfer students. Within the College of Liberal Arts and Sciences, the Advising Center uses an on-line assessment survey. Education is also experimenting with an on-line survey and Nursing assesses advising through exit interviews with graduates.

The responses to the academic advising question on the NSSE surveys provide another per- spective on academic advising on our campus. Results from 2005 and 2006 indicate that both first-year students and seniors rate their academic advising experience as almost good but IU South Bend is slightly below the national norms for this item (Table 5.19).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NSSE Item: Overall, how would you evaluate the quality of academic advising you have received at your institution**  **(1, poor to 4, excellent)** | **IU South Bend First Year Students** | **IU South Bend Seniors** | **Carnegie Peers First Year Stu- dents** | **Carnegie Peers Seniors** | **NSSE**  **First Year Students** | **NSSE**  **Seniors** |
| 2005 | 2.89 | 2.75 | 2.99 | 2.92 | 3.00 | 2.94 |
| 2006 | 2.78 | 2.79 | 2.95 | 2.85 | 2.94 | 2.82 |

Table 5.19 NSSE Advising Results for IU South Bend, Carnegie Peers, and National NSSE Norm, 2005 and 2006. (Source: NSSE Means Comparison Reports for IU South Bend, 2005 and 2006)

Anecdotally, there are reports of benefits. Students have a place to go for advising if/when they switch majors. Advisors can provide consistent, accurate policy information and provide programming with a unique student population in mind. For example, the Advising Center has sponsored Major in the Spotlight events for recruitment and retention of undeclared students, and departments within CLAS such as Political Science and Psychology have sponsored major-related events. In addition, the relationship between faculty advisors and professional staff advisors has enhanced each party’s knowledge of the other’s expertise and helped all involved connect easily on behalf of students.

##### Challenges and Future Directions

An early draft report of our strategic plan noted that advisors in a decentralized environ- ment would need to be aware of the many services IU South Bend offers to students and be prepared to serve as a referral to those services. However, it is clear that faculty members do

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not believe that they have sufficient background or knowledge at present to serve students appropriately. For example, faculty may feel inadequately prepared to advise transfer stu- dents. The recent adoption of a campus-wide general education curriculum and subsequent moves by some units to revise their requirements in light of this new curriculum generated uncertainty as faculty had to work with students admitted under old requirements as well as new requirements. Faculty and professional staff advisors also now deal with a larger num- ber of students than they previously did, often without the benefit of additional resources or staff.

A final concern is for direct admits into the pre-professional programs where there are more students than the number of available positions in programs so that many students are not likely to make it into the program of their choice. These students need specialized attention to help them identify and reassess their career options at an earlier stage.

### ExTENDED LEARNING SERVICES

##### New Visions: Creating Extended Learning Services

Continuing Education has been in existence at IU South Bend for over thirty-one years. Be- cause the campus had one of the first computer demonstration laboratories in the area, they were able to expand rapidly into customized and campus-based computer training, a highly profitable and expanding area for a number of years. However, in the past decade, the unit began to run a deficit which built to levels that were no longer sustainable by the campus general fund. The Continuing Education unit was disbanded in 2004 and a new unit, [Ex-](http://www.iusb.edu/~extendsb/) [tended Learning Services (ELS)](http://www.iusb.edu/~extendsb/), was formed under the leadership of a new director.

Extended Learning Services is part of the IU School of Continuing Studies. The office offers both credit and noncredit programs. The unit is envisioned as a conduit between all degree programs on the campus and the businesses and communities surrounding IU South Bend. The new unit is composed of Continuing Education Services, Distance Learning Services and Off-Campus Programs. The Director developed a Business Plan that sought to increase public awareness of the products and services that can be accessed through Extend- ed Learning Services. While the unit has worked to become more profitable, it has again run into budget difficulties and is currently running a deficit of $107,000. Campus administra- tors are taking steps to correct this situation.

##### Continuing Education Services

This unit offers two credit programs—the Paralegal Certificate Program and the Montes- sori Early Childhood Teacher Training Program. The Montessori certificate is offered through the Montessori Teacher Academy, a collaborative arrangement between IU South Bend Continuing Education and the Montessori Academy at Edison Lakes (Mishawaka, In- diana). The Montessori Teacher Academy is the only Montessori teacher training program in Indiana. It is accredited by the Montessori Accreditation Council for Teacher Education (MACTE) and is affiliated with the American Montessori Society (AMS). The paralegal training program, twenty-five credit hours total, has been in existence for nearly twenty- five years and is one of the most respected programs in the region. Courses and seminars are taught by highly respected, practicing attorneys, judges, and paralegals. The program is monitored by an advisory committee which represents the best of the area’s legal commu- nity and is a member of American Association for Paralegal Education (AAfPE). Distance

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education is covered in [Chapter 6, Criterion Four](#_bookmark28), while non-credit Continuing Education is discussed in [Chapter 7, Criterion Five](#_bookmark32).

##### Off-Campus Programs: Elkhart Center and Plymouth

Academic classes for credit leading to both graduate and undergraduate degrees are offered through Extended Learning Services at the IU South Bend Elkhart Center and through the IU South Bend Office in Plymouth. At the Elkhart Center students can earn the following degrees: Associate of Arts, Associate of Business, Associate of General Studies, Bachelor of General Studies and Master in Business Administration. Graduate course work is also offered in Education. The forty-five to fifty courses offered there each semester are also structured so that students can complete their first year of course work and take a number of second year courses toward most other IU degree programs. Students may purchase

books, take placement tests and complete a number of student services functions in Elkhart. In Plymouth, approximately ten courses are offered each semester.

The Off-Campus Programs division is currently focused on the opening of the new IU South Bend Elkhart Center in Fall 2007. One of the goals for the new center is to increase enrollments from the current 1500 students to 3000 students. Elkhart Center staff mem- bers have worked closely with the Deans to ensure regularly scheduled offerings of courses, including the new general education courses.

Core Component 3a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

# Summary/Conclusion: Challenges and Recommendations for the Future

Overall, the IU South Bend campus has made a significant positive shift in its focus on student learning outcomes and their effective measurement since the last HLC visit. While there are still some areas that need improvement, the culture of assessment on campus is beginning to mature and is constantly evolving.

For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* The organization clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each.
* Assessment of student learning includes multiple direct and indirect measures of student learning.
* The organization integrates into its assessment of student learning the data report- ed for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement rates, transfer rates).
* The organization’s assessment of student learning extends to all educational offer- ings, including credit and noncredit certificate programs.

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* + Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.

For these examples of evidence, there is still work to be done:

* + Assessment of student learning provides evidence at multiple levels: course, pro- gram, and institutional.
  + Faculty and administrators routinely review the effectiveness and uses of the organization’s program to assess student learning.

Core Component 3b: The organization values and supports ef- fective teaching.

IU South Bend has long been recognized for its outstanding faculty, many of whom are teaching award-winners.

For all examples of evidence, IU South Bend is meeting or exceeding expectations:

* + Qualified faculty determine curricular content and strategies for instruction.
  + The organization supports professional development designed to facilitate teaching suited to varied learning environments.
  + The organization evaluates teaching and recognizes effective teaching.
  + The organization provides services to support improved pedagogies.
  + The organization demonstrates openness to innovative practices that enhance learn- ing.
  + The organization supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learn- ing and the delivery of instruction.
  + Faculty members actively participate in professional organizations relevant to the disciplines they teach.

As the campus moves forward with distance learning initiatives and meeting the needs of an increasingly diverse student population, it will be important for additional resources to be directed toward faculty development in order to continue to meet expectations.

Core Component 3c: The organization creates effective learning environments.

Since the last visit, significant new efforts have occurred to support the increasingly diverse learners at IU South Bend. While student services are strong and students are engaged in a number of outstanding programs and community learning opportunities, there is an ongo- ing need to assess engagement and learning in the classroom and to incorporate assessment results back into curriculum and instructional planning and budget decisions.

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For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* The organization provides an environment that supports all learners and respects the diversity they bring.
* Advising systems focus on student learning, including the mastery of skills required for academic success.
* Student development programs support learning throughout the student’s experi- ence regardless of the location of the student.
* The organization employs, when appropriate, new technologies that enhance effec- tive learning environments for students.

For these examples of evidence, there is still work to be done:

* Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.
* The organization’s systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.

Core Component 3d: The organization’s learning resources support student learning and effective teaching.

IU South Bend has the learning resources to support student learning and effective teaching. For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* The organization ensures access to the resources (e.g., research laboratories, librar- ies, performance spaces, clinical practice sites) necessary to support learning and teaching.
* The organization evaluates the use of its learning resources to enhance student learning and effective teaching.
* The organization supports students, staff, and faculty in using technology effectively.
* The organization provides effective staffing and support for its learning resources.
* The organization’s systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.
* Budgeting priorities reflect that improvement in teaching and learning is a core value of the organization.

For these examples of evidence, there is still work to be done:

* The organization regularly assesses the effectiveness of its learning resources to support learning and teaching.

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## TOWARD THE FUTURE

There are many exciting and strong efforts occurring in teaching and learning initiatives, as detailed in this chapter. As with many campuses today, IU South Bend is looking carefully at how to meet the needs of millennial generation learners, particularly through increased use of technology for instruction. At the same time, also like many other campuses, the universi- ty is experiencing very tight budgets and a lack of human resources in support services and, in some cases, faculty, that impact teaching and learning on the campus. Given these conflict- ing conditions, it is indeed important for IU South Bend to keep a focus on quality education and to link plans with assessment data and especially with budget.

There are increasing needs for professional development for faculty in order to utilize dif- ferent instructional delivery formats, such as distance learning, online courses, Podcasting, and so on, as well as to meet the needs of an increasingly younger, full-time student popula- tion with unique learning needs. Successful innovation requires training and support, which requires staffing, time, and money. As the campus examines innovative delivery systems and use of faculty for teaching, it is important to keep appropriate resources in mind and to be sure we do not lose faculty or staff lines in the process of change. Attempting to offer more courses at the new Elkhart center as well as looking to offer more distance courses could stretch the current teaching and learning resources to breaking point unless further re- sources are made available.

Assessment and appropriate use of assessment data to serve teaching and learning on the campus are still large needs. The campus should develop processes and structures to institu- tionalize assessment beyond the program level and align it with planning and budgeting by joining assessment data to our institutional research data. In particular, the General Educa- tion curriculum should be evaluated as a whole for benchmarking purposes by Fall 2010 (five years after its inception in the Fall of 2005).

IU South Bend’s reputation as an excellent teaching campus continues. At this time of in- tensive transition, it will be most important for the campus to commit to linking assessment, planning and budget to continue this tradition of excellence in teaching and learning.

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CHAPTER 6

MEETING CRITERION FOUR: DISCOVERY

CRITERION FOUR: DISCOVERY

CHAPTER 6. MEETING CRITERION FOUR: DISCOVERY

### ExECUTIVE SUMMARY: A DISTINCTIVE CAMPUS CULTURE

Criterion Four challenges institutions to consider the other side of the teaching-learn- ing continuum: the production, preservation, application, synthesis, and communication of

knowledge within academic communities—the central activity of university faculty, but an equally important shaper of student learning. Ernest Boyer described this complex, inter- active, and generative process by focusing on the sum of its parts, which he called “Schol- arship.” But for the purposes of a self-study, it may be more illuminating and fruitful to examine the parts before integrating them into a single vision of a life of learning.

Thus, this chapter focuses separately on the many “splendors” of scholarship, from its core principles to the complex practices of curriculum designed to prepare students to think critically and develop integrative and expressive skills. The chapter describes the scholar’s value-laden practices to cultivate respect for the views of mentors, peers, and students; to encourage an approach to research that insists on integrity in the pursuit of knowledge; to inspire intellectual curiosity, and encourage the formation of academic communities

through publication, presentation, and exchanges that reach across and beyond disciplinary and campus boundaries.

To frame this discussion, the chapter begins by articulating the core value embodied and protected in an environment of learning: freedom of inquiry. Clearly, IU South Bend in its mission documents and academic policies displays its resolve to not only preserve that free- dom but to encourage originality and innovation, collectively as well as individually. The examples highlighted in the chapter include the process of a gifted and committed general education task force in researching, planning, developing, discussing, and implementing

an original curriculum, which is already transforming the academic experience of all IU South Bend students. It also focuses on the crucial issue of research support and its inesti- mable value to nourish undergraduate as well as graduate teaching. IU South Bend’s re- search enterprise, including preparation, identification, and submission of grants, has been greatly aided by the hiring of a new Associate Vice Chancellor of Academic Affairs, who has brought her professionalism and expertise to bear on faculty research endeavors, and the cultivation of internal and external funding sources.

This chapter demonstrates the value and virtues of data-based analysis and assessment in program development; the analyses coming from the Office of Research are telling us a story of campus research development which can lead to program improvements as well as successful acquisition of grant support. The university can use this chapter as a “primer” of campus research policies; it can also use it to identify the major challenges our faculty face in carving research time out of a crowded teaching agenda. The chapter illustrates the multiple projects and strategies to stretch scarce campus dollars by matching university incentives. The chapter suggests a rising set of expectations for increased faculty research productivity that enhances rather than conflicts with primary teaching responsibilities.

As the chapter also illustrates, research opportunities have also been made available to students, who “learn the ropes” of proposal-writing, the IRB approval process, and the joys and disappointments of active research under the supervision of faculty. Faculty-student collaborative research has been a distinctive part of the campus co-curriculum, and another

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#### CRITERION FOUR: DISCOVERY

aspect of student preparation not only for graduate study or professional school, but a life of learning.

Finally, the chapter discusses the development of IU South Bend graduate programs, and the progress IU South Bend has made both in developing new graduate degree programs and in establishing policies and boundaries for graduate study and the acquisition of de- grees. The Associate Vice Chancellor also directs the graduate programs, assisted by a well-functioning faculty Graduate Council which has set benchmarks for student perfor- mance to ensure the integrity of an IU South Bend Master’s degree, and clearly distin-

guish undergraduate and graduate achievement. Major challenges remain—particularly the development of further resources for graduate students and their research initiatives. The acquisition of funds to develop support for graduate students and developing strategies to recruit more graduate students will be crucial to achieve the goal in the 2005 Strategic Plan of enhancing and enlarging the opportunities for graduate study at IU South Bend. Acquisi- tion of such program support as well as recruitment of more graduate students will be vital to the health and growth of graduate study at IU South Bend.

MEETING CRITERION FOUR: DISCOVERY

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

“Discovery” is the goal of university study—discovery of general knowledge, discovery of disciplinary perspectives, discovery of critical tools, and discovery of the resources the uni- versity has developed for its constituents to pursue a life of learning. This chapter explores how IU South Bend has pursued its “learning” mission through support of liberal arts and sciences and professional programs, support and recognition of faculty scholarship, promo- tion of student-faculty interaction as a campus distinction, and the development and imple- mentation of an innovative and integrative General Education curriculum.

Chapter 6 also describes IU South Bend’s progress in meeting community economic as well as educational priorities at a time of demographic change. As outlined in the Academic Mas- ter Plan, new degree programs have been developed, approved, implemented, and reviewed, offering new educational opportunities responsive to community needs. Since the previous re-accreditation, and under new administrative leadership, the Graduate Council has played an expanded role in the fuller development of graduate education at IU South Bend.

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CRITERION FOUR: DISCOVERY

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

# Life of Learning

### FREEDOM OF INqUIRY

IU South Bend demonstrates its commitment to a life of learning in many ways.

At the same time as it maintains a climate of scholarship, it works to maintain and protect without compromise freedom of inquiry so that faculty, students, and staff pursue and apply knowledge with intellectual and personal integrity. To this end, the IU South Bend Academ- ic Handbook states that the institution “…maintains a commitment to quality, integrity, and academic freedom.” The Indiana University Academic Handbook (2005) affirms this value with the statement,

Academic freedom, accompanied by responsibility, attaches to all aspects of a teacher’s and librarian’s professional conduct. The teacher and librarian shall have full freedom of investigation…

Indiana University has adopted the AAUP Code of Academic Ethics and includes the fol- lowing quote in the 2005 Academic Handbook (p. 46): “The central functions of an academic community are learning, teaching, and scholarship. They must be characterized by reasoned discourse, intellectual honesty, mutual respect, and openness to constructive change.”

Students are each provided with a copy of the IU Code of Student Rights, Responsibili- ties, and Conduct (2005). The Code provides a list of student rights in the pursuit of their education. Two of these rights are pertinent to any discussion of how the university shows its valuing of freedom of inquiry:

[Students have the right to] Learn in an environment that supports the freedom of self-expression and association.

[Students have the right to] …the freedom to raise relevant issues pertaining to classroom discussion (including personal and political beliefs), offer reasonable doubts about data presented, and express alternative opinions without concern for any academic penalty.

IU South Bend policies and statements and interventions are widely known on campus and serve to create a climate of active and open inquiry, and application of knowledge.

## PROFESSIONAL DEVELOPMENT

IU South Bend takes seriously its mission as a public university. As a public institution, the university has an obligation to provide excellence to all its students and to promote and inspire excellence in all its employees (faculty and staff). The campus focuses on establishing and maintaining an institution within which all participants (students, faculty, and staff) are provided with a variety of opportunities that challenge them to excel in their chosen fields. Providing meaningful professional development opportunities to our faculty and staff

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members is a key piece of our focus on inspiring excellence. The information in this section supplements information contained in 4.2 Resources, Human Resources, [Employee Develop-](#_bookmark7) [ment.](#_bookmark7)

##### Administrative Development

All administrators have funds available to them to attend to their professional development needs. As well, administrators are provided with compulsory on-going training in these areas: Equal Opportunity Law, Sexual Harassment, and Americans with Disabilities Act.

Some examples of administrative professional development include:

* During 2002, an outside consultant was brought in to work with the Chancellor and her transition team on how to improve the campus administrative structure.
* During the summer of 2006, an outside consultant worked with the Chancellor’s Cabinet on team-building.
* During 2005–06, the Academic Cabinet worked with an outside consultant who provided two days of workshops on the topic “Leadership Teams and Institutional Alignment.” The consultant worked with all Department Chairs and program Coor- dinators on this same theme in a one-day workshop.
* Each year, management staff from IU participate in the Fiscal Officer Development Series and the IU Management Training Series both held in Indianapolis.
* Finance management staff and vice-chancellor participate in the Tax Institute for Colleges and Universities each year.
* IT personnel attend an in-service each year hosted by IU in Bloomington
* All non-degreed IT staff are encouraged to complete their bachelor level degrees and are permitted to attend one class per semester on university time
* The Associate Vice Chancellor of Graduate Programs and Sponsored Research in 2005-06 attended the Research Integrity Seminar sponsored by the Grants Re- source Center (GRC) and the University of Illinois at Chicago and the Title III, TREO and FIPSE grant meetings; in 2006–07, the Associate Vice Chancellor of Graduate Programs and Sponsored Research attended the CUR Dialogues Confer- ence and the annual NCURA Conference; this individual also attends the Annual and Spring meetings of the Grants Resource Center and the Council of Graduate Schools.

##### Faculty Development

Faculty members at IU South Bend are provided with many opportunities for professional development. First, the institution provides additional travel funds to allow faculty to attend conferences and other professional development activities besides the funding available to faculty members from their colleges/schools or departments, the major source of faculty travel support. Travel awards to faculty are provided by UCET, the Office of International Programs, and by Academic Affairs (see Table 6.1).

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|  |  |  |
| --- | --- | --- |
|  | **Year** | **Travel Funds Disbursed** |
| 2000–2001 | $8,572 |
| 2001–2002 | $3,206 |
| 2002–2003 | $2,181 |
| Table 6.1 Non-Departmental Travel Funds Disbursed 2000–01 to 2005–06 (Source: Office of Research,  IU South Bend) |
| 2003–2004 | $8,200 |
| 2004–2005 | $16,223\* |
| 2005–2006 | $16,771\* |

\*Includes some external funding and IU funding.

IU South Bend supports faculty research and professional development by providing sab- batical leaves of semester or entire year duration. Faculty members receive fifty percent of their salaries when they take an entire year sabbatical and full salary when they take a semester sabbatical (see Table 6.2 for sabbatical leaves from 2000–01 to 2007–08).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Year** | **Number of Sabbatical Leaves** | **Durations** | **Departments** |
| 2000–2001 | 19 | 11 entire year  8 semester | English, Philosophy, Psychology, Education, Business, Mathematics, Theatre, Foreign Languages, Communication, History, Biology,  Art History |
| 2001–2002 | 17 | 5 entire year  12 semester | Biology, Chemistry, English, History, Physics, Psychology, Sociology, Women’s Studies,  Education, Music, Business |
| 2002–2003 | 19 | 4 entire year  15 semester | Biology, English, Foreign Languages, History, Mathematics, Sociology, Business, Music,  Psychology, Chemistry, Physics, Education |
| 2003–2004 | 14 | 3 entire year  11 semester | Business, Chemistry, Mathematics, History, Soci-  ology, Education, English, Foreign Languages |
| 2004–2005 | 13 | 3 entire year  10 semester | Arts, Business, Foreign Languages, Political Science, Education, Sociology, SPEA, Nursing,  Philosophy |
| 2005–2006 | 10 | 3 entire year  7 semester | Political Science, Biology, Mathematics, Arts,  Business, Education, Psychology, Sociology |
| Table 6.2 Sabbatical Leaves 1999–  00 to 2007–08  (Source: Academic Affairs) |
| 2006–2007 | 8 | 1 entire year  7 semester | Business, SPEA, English, Physics, Mathematics,  Psychology, Sociology, Biology |
| 2007–2008 | 13 | 5 entire year  8 semester | Arts, Business, Education, Political Science, Philosophy, Psychology, English, Computer  Science, Mathematics, History |

It has been the practice on campus to use salary savings as a result of full year sabbaticals to fund the semester sabbatical leaves. It has always been a balancing act to appropriate suf- ficient funds to finance all sabbatical leaves since the number of full-year sabbatical leave

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requests over the last six years has ranged from as few as three to as many as eleven. From 2003–04 to 2006–07, however, there have been only one to three full-year requests each year with anywhere from seven to eleven semester requests. Thus, it has not been possible to bal- ance the semester sabbatical requests with savings from the full year sabbaticals. Other one- time monies have had to be identified in order to grant the requested and approved sabbatical leaves. To date, the campus has been able to identify these funds. If budgets tighten further in the future, it may be more difficult to locate sufficient funds for all sabbatical requests.

The Office of Research began a series of seminars in 2006–07. These one session per se- mester seminars have dealt with the following topics: data acquisition, management, shar- ing, ownership; responsibilities regarding multi-PI applications and multi-author publica- tions; responsible conduct of research both pre- and post-grant; what students need to know about responsible conduct of research; publication practices and responsible author- ship; and ethical peer review.

In 2005–06, IU established a leadership development program and invited each campus to nominate two potential campus leaders. Three IU South Bend faculty members have par- ticipated in the program to date. IU South Bend faculty members have also participated in a variety of other IU professional development programs. Some examples include: an annual one-day conference for members of campus Institutional Review Boards (IRB) where IU South Bend typically sponsors all the members of its IRB; an annual two-day conference on campus diversity attended by approximately six to eight IU South Bend administrators and faculty; and an annual one-day conference on Institutional Animal Care and Use Com- mittee (IACUC) compliance attended by the faculty member responsible for IACUC compli- ance monitoring.

##### Staff Development

Training seminars for staff are provided by the Human Resources (HR) and Information Technologies Departments. Each year, the Human Resources office provides professional de- velopment for new employees, staff and supervisors. The 2005–06 academic year provides a representative picture of the sorts of opportunities available for IU South Bend employees. During this year, HR provided: six new employee orientations; FLSA and FMLA compli- ance training sessions for supervisors; a series of professional development workshops for supervisors entitled “Administering Discipline,” “Selection for High Performance,” “Perfor- mance Management,” and “Coaching and Rewarding High Performance;” a Staff Profes- sional Development Day offering a series of four one-hour workshops (122 staff attended and forty-four employees received certificates); and a Social Security Information Session.

## SCHOLARLY ACHIEVEMENTS AND STRENGTHS

##### Overview of Faculty and Student Scholarship

At IU South Bend, faculty and students produce scholarship and create knowledge as evi- denced by faculty and student publications, faculty and student applications for internal and external research funding, applications for IRB approval, courses which require students to conduct research, and the involvement of faculty and students in joint research projects.

One measure of faculty commitment to the acquisition, discovery and application of knowl- edge is productivity in publishing. Faculty members at IU South Bend consistently conduct

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scholarly work and publish very much in accord with their status as a regional, primarily teaching-focused institution. Table 6.3 shows the percentage of tenured and tenure-track faculty who published in various categories for two-year periods beginning in 2000–01. To understand IU South Bend faculty productivity, the IU South Bend percentages have been compared to the publication norms that Blackburn, Behymer and Hall (1978) established for regional and teaching focused institutions. [Note: Reported values exclude the Fine Arts faculty and so are lower than actual values.] According to Table 6.3, when publishing activity of IU South Bend faculty is compared to the norms, the following can be noted: IU South Bend is characterized by a slightly larger number of highly productive faculty (those

with eleven or more publications); IU South Bend has a smaller number of faculty who have no publications except for 2004–06 where IU exceeded the norm; more IU South Bend fac- ulty publish one to two publications than the norm; IU South Bend has fewer faculty in the upper middle range who publish three to four or five to ten publications.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Years** | **No. Of Faculty** | **0 Pubs**  **(40.6)** | **1-2 Pubs**  **(28.0)** | **3-4 Pubs**  **(17.1)** | **5-10 Pubs**  **(12.0)** | **11+ Pubs**  **(2.3)** |
| Table 6.3 Research Pro- ductivity for Tenure and Tenure Track Faculty, as Measured by Number of Publications.  (Source: Office of Research,  IU South Bend) |
| 00–02 | 158 | 30.4 | 36.1 | 18.4 | 12.0 | 2.5 |
| 01–03 | 169 | 40.8 | 32.0 | 13.0 | 10.1 | 4.1 |
| 02–04 | 179 | 35.2 | 41.3 | 10.6 | 8.9 | 3.9 |
| 03–05 | 184 | 37.5 | 36.4 | 13.0 | 10.8 | 2.2 |
| 04–06 | 206 | 44.2 | 29.6 | 14.1 | 9.2 | 2.9 |

If Table 6.3 were analyzed in a vacuum, it would cause concern about what appears to be a recent drop in faculty publications. However, when one examines the publication rates of those faculty employed at the institution from 2000 to 2006 (See Table 6.4), one can note

that only a small number (15.9%) reported no publications during those years. The growing percentage of faculty (see Table 6.3) who report zero or few publications can be attributed to the number of new faculty hires who came to the institution already having published several pieces as a group and who tend not to report new publications until their second or third year of employment. Table 6.4 shows the publication rate for the 132 faculty who were employed by IU South Bend for the entire period of 2000–2001 through 2005–2006.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Publications** | **Number of Faculty** | **% of Faculty** |
| 0 | 21 | 15.9 |
| 1-2 | 22 | 16.7 |
| 3-4 | 27 | 20.5 |
| 5-10 | 39 | 29.5 |
| 11-15 | 10 | 7.6 |
| 16-20 | 4 | 3.0 |
| Table 6.4 Six-Year Rate of Publication for Faculty Members Employed 2000–2006 at IU South Bend.  (Source: Office of Research, IU South Bend) |
| 21-30 | 4 | 3.0 |
| 31-40 | 3 | 2.3 |
| 41+ | 2 | 1.5 |

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Table 6.5 shows that the percentage of faculty comprised of new faculty for any two or three years (most new faculty publications appear late in the second year or during the third year) accounts for much of the number of faculty who publish zero in the two year periods of Table 6.3.

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **No. of New Tenure Track Faculty** | **New Faculty as Percentage of Faculty** |  |
| 2003–04 | 23 | 18.3 |
| 2004–05 | 20 | 19.8 |
| Table 6.5 New Faculty Members 2003–2004 to 2006–2007  (Source: Academic Affairs) |
| 2005–06 | 18 | 14.4 |
| 2006–07 | 19 | 15.7 |

Over the period of 2000–01 to 2005–06, twenty-three faculty members had five two-year periods in which they produced two or more publications every two-year period, while forty faculty members produced two or more publications during three or four two-year periods. These faculty members can be seen as the most productive faculty on the campus.

As well as published articles, faculty members have published books and monographs. A to- tal of eighty-seven books authored by IU South Bend faculty were published since 2000–01 (see Table 6.6).

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **No. of Faculty Authored Books Published** | **% of Faculty with Book Published** |  |
| 2000–01 | 18 | 11.4 |
| 2001–02 | 19 | 12.0 |
| 2002–03 | 10 | 5.9 |
| 2003–04 | 14 | 7.8 |
| Table 6.6 Faculty Book/Monograph Publishing Productivity (Source: Office of Research, IU South Bend) |
| 2004–05 | 14 | 7.6 |
| 2005–06 | 12 | 5.8 |

Writing a book is a relatively long undertaking for faculty at an institution whose primary focus is teaching. The years spent writing books are usually at the expense of other types of publication and account for another part of the faculty who indicate no publications during any of the two year periods shown in Table 6.3.

There are several other indicators of faculty research/scholarly activity: faculty research grant activity, IRB protocols submitted for review, and student research activity. Table 6.7 shows the faculty external grant activity since 2000–01.

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|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Total Applied** | **Number of Faculty Applied** | **Amount Received** | **Number of Faculty Received** | **Amount: Success as %** | **Faculty: Success as %** | **Number of Faculty** | **%**  **Faculty Applied** | **%**  **Faculty Received** |
| 00–01 | 544900 | 29 | 87013 | 13 | 16 | 44.8 |  |  |  |
| 01–02 | 1018456 | 20 | 149668 | 4 | 15 | 20 | 174 | 11.5 | 2.3 |
| 02–03 | 1783825 | 19 | 220827 | 9 | 12.4 | 47.4 | 168 | 11.3 | 5.4 |
| 03–04 | 2802547 | 21 | 532381 | 7 | 13.9 | 33.3 | 175 | 12 | 4.0 |
| 04–05 | 2538782 | 18 | 37890 | 5 | 1.5 | 27.8 | 173 | 10.4 | 2.9 |
| 05–06 | 2420400 | 13 | 397918 | 6 | 16.4 | 46.2 | 171 | 7.6 | 3.5 |
| 06–07 | 2710495 | 17 | 1045873 | 7 | 38.6 | 41.2 | 171 | 9.9 | 4.1 |

Table 6.7 External Research Funds Applied For and Received 2000-01 to 2005-06 (Source: Office of Research, IU South Bend)

Table 6.8 shows faculty internal grant activity for all IU and IU South Bend grant pro- grams since 2000–01.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Total Applied** | **Number of Faculty Applied** | **Amount Received** | **Number of Faculty Received** | **Amount: Success as %** | **Faculty: Success as %** | **Number of Faculty** | **%**  **Faculty Applied** | **%**  **Faculty Received** |
| 00–01 | 288975 | 31 | 146646 | 20 | 50.8 | 64.5 |  |  |  |
| 01–02 | 490053 | 43 | 121436 | 27 | 24.8 | 62.8 | 174 | 24.7 | 15.5 |
| 02–03 | 350677 | 42 | 182229 | 28 | 52 | 66.7 | 168 | 25.0 | 16.7 |
| 03–04 | 331935 | 40 | 148365 | 26 | 45 | 65 | 175 | 22.9 | 14.9 |
| 04–05 | 243124 | 33 | 126199 | 20 | 51.9 | 60.6 | 173 | 19.1 | 11.6 |
| 05–06 | 217892 | 28 | 138892 | 25 | 63.7 | 89.3 | 171 | 16.4 | 14.6 |
| 06–07 | 354039 | 46 | 139698 | 28 | 39.5 | 60.9 | 171 | 26.9 | 16.4 |

Table 6.8 Internal Research Funds Applied For and Received 2000–01 to 2005–06 (Source: Office of Research, IU South Bend)

Tables 6.7 and 6.8 show that only a small percentage of faculty members apply for either external funding (about ten percent on average) or internal funding (about twenty-two percent on average). Institutional Research data shows that when compared to peer institu- tions, IU South Bend’s grant activity is below the median for Total Research Expenditures ($383K versus $398K), above the median for research expenditures per FT faculty ($1,962 versus $1,885) and well-below the median for percent of institution revenue from grants and contracts (nine percent versus fifteen percent).

To address the issue of research funding, IU South Bend created the position of Associate Vice Chancellor for Graduate Programs and Sponsored Research. This office has imple- mented a faculty mentoring program which is designed to help tenure-track faculty mem- bers build productive research programs and position themselves for external funding. It has identified the productive tenured faculty members and has begun to provide information about grants, coaching, and incentive funding to them as appropriate. It has implemented

a program of grantspersonship seminars which include education about grant-writing,

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available funding, as well as about the small-p politics of grant applications. It has created a policy of requiring external grant activity to become eligible for an internal grant and implemented two grant incentive programs. However, increasing external faculty grant productivity will require a change in campus culture. Seeking external grant money will need to be part of the expectation for faculty members who are hired in the future.

Faculty members often conduct research that requires no funding. One measure of such research is the number of IRB applications. Between 2001–02 and 2005–06, the IRB has reviewed eighty-five applications from faculty. Currently sixty-seven of these are active in- dicating that sixty-seven faculty members are collecting data for on-going research projects. Most of these IRB protocols were for approval of unfunded research.

Student research is encouraged at IU South Bend. The institution maintains a membership in CUR (Council for Undergraduate Research) and sends a faculty member to the annual conference and teams of faculty to the CUR Dialogues and the Summer meetings. Many courses at IU South Bend require that students conduct research projects. The Office of Research makes presentations to some of these classes, especially when the research proj- ects will require IRB approval. Between 2000–01 and 2006–07, the IRB has reviewed 197 student protocols. IU South Bend students regularly present their research at local and national undergraduate research conferences such as Indiana University Undergraduate Research Conference, the Indiana University Intercampus Undergraduate Women’s and Gender Studies Conference, the Midwest Student Sociology Conference, the Argonne Na- tional Laboratory Symposium for Undergraduates in Science, the National Conference on Undergraduate Research, and the Festival of Women Composers International. During the coming academic year (2007–08), the Office of Research plans to conduct an undergraduate research survey to examine faculty/student involvement in research activities. The study will then be repeated every two years to continue to track this important learning activity.

A small group of faculty members involves students in their research projects. Seventeen percent of students indicated on the NSSE 2005–06 that they worked outside of class on a research project with faculty (four percent freshmen and thirteen percent seniors). Fur- ther, approximately forty-five percent of faculty members (FSSE 2005) consider student

involvement in faculty research to be very important and important. The percentage rises to eighty percent when faculty who think it is somewhat important are included. The products of much of the student research and other creative activity can be found in three annual student publications—Analecta, New Views on Gender, and the Undergraduate Research Journal. The Undergraduate Research Journal was not published for several years because no student editor could be located; however, it will resume publication this coming academic year due to student interest.

##### Support for Scholarship

IU South Bend provides three levels of direct financial support for faculty research: annual budget allotment to fund faculty research and curriculum development; start-up funds for new faculty; and distribution of recovered indirect funds. Each year, IU South Bend provides a budget allotment to fund research (see Table 6.9).

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|  |  |  |
| --- | --- | --- |
|  | **Year** | **Faculty Research Expenditures** |
| 2000 | $113,403 |
| 2001 | $ 91,421 |
| 2002 | $114,167 |
| 2003 | $117,689 |
| 2004 | $120,813 |
| 2005 | $122,433 |
| Table 6.9 Research Expenditures 2000–2007 (Source: Office of Research, IU South Bend) | 2006 | $122,433 |
| 2007 | $132,154 |

These funds are administered by the Office of Research and funds are awarded by the Re- search and Development Committee. Competitions for awards are held twice a year (spring and fall), and tenured and tenure track faculty may apply for up to $8,000 for research (includes direct research expenditures and summer salary) and up to $3,000 to support cur- riculum development projects.

Over the past two years, the Research and Development Committee has made some changes to the criteria that determine the awarding of the faculty research grant. First, in order to stimulate more external applications for funding, a new criterion was added that requires faculty, after their first award under this competition, to make efforts to secure external funding before they can receive another award. Second, the committee has added another guideline for their deliberations, namely, that new, tenure-track faculty making their first application to the fund are given priority for funding from the pool of applicants when the merit of the applications is equal.

In addition to the IU South Bend research grant program, the IU System provides a num- ber of research grant programs to which IU South Bend faculty may apply (see Table 6.10 for a summary of the various grant programs which have been offered system-wide over the years). During the 2005–2006 academic year, IU restructured its grant programs for the regional universities allowing each campus to determine its own programs and allocations as long as it provided matching funds for each award. IU South Bend decided to use indi- rect returns for matching grants to maintain the SMART Undergraduate Research Grants, Research Seed Grants, Research Project Initiation Grants, and to establish the Regional Research Grant Program which provides up to $5,000 per grant for research which will provide direct benefit to the region served by IU South Bend. Table 6.11 shows the distribu- tion of restructured grants which are now funded equally by IU and IU South Bend, and other grants funded and administered by IU South Bend.

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grant Program** | **No. of IU South Bend Applications 2000–2007** | **Average Application Amount** | **No. of Awards Received** | **Average Amount of Award** |  |
| A&H Exploration Traveling  Fellowships | 12 | $1,996 | 12 | $1,939 |
| A&H  New Frontiers | 3 | $31,749 | 0 | 0 |
| A&H  New Perspectives | 1 | $19,400 | 1 | $19,400 |
| Ameritech Fellows  Program | 4 | $15,839 | 2 | $14,854 |
| Arts & Humanities  Initiative\* | 14 | $36,044 | 1 | $37,914 |
| International Center for  Global Change | 2 | $2875 | 0 | 0 |
| Intercampus Travel  Grants\* | 2 | $500 | 2 | $500 |
| International Exchange  Affiliation Grant | 3 | $6,000 | 3 | $6,000 |
| International Enhancement  Grant | 5 | $1,792 | 5 | $1,100 |
| International Overseas  Conference Fund | 46 | $993 | 42 | $636 |
| International Presidents Council  on International Programs | 5 | $1,722 | 2 | $1,250 |
| Table 6.10 IU System-Wide Grant Programs (Source: Office of Research, IU South Bend) |
| Research Support  Fund\* | 7 | $10,382 | 4 | $10,503 |
| Research Project Initiation  Grant\* | 8 | $652 | 7 | $679 |
| Undergraduate Research  Funding\* | 6 | $3,440 | 6 | $3,440 |

\*Grant Program has been discontinued.

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program** | **#**  **Proposals** | **Average Application Request** | **# Proposals Funded** | **Average Award** |
| Faculty Research Grant | 154 | $7,398 | 103 | $6,492 |
| Research Project Initiation Grants\* | 1 | $500 | 0 | 0 |
| Seed Grant | 12 | $2,929 | 9 | $2,794 |
| Regional Research Project\* | 2 | $5,000 | 2 | $5,000 |

Table 6.11 Disbursements of Funds for Current IU South Bend Grant Programs, 2000–2001 to 2006–2007 (Source: Office of Research, IU South Bend)

\*New Grant Program in 2005–06

When faculty members are hired, they are provided with start-up funds to support their teaching and scholarly endeavors. Every new tenure-track faculty hire receives a minimum of $1,000 from the department general funds. In the sciences and occasionally in the social sciences and professional schools, new faculty hires are provided with much larger amounts (see Table 6.12 for the distribution of these awards over the past 5 years).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Number**  **of Awards** | **Total Amount**  **Awarded** | **Range** | **Departments/Divisions** |
| 2000–01 | 11 | $34,000 | $1,000–$15,000 | Arts, Psychology, Biology,  Computer Science, Library, Education, SPEA |
| 2001–02 | 10 | $37,000 | $1,000–$10,000 | Library, SPEA, Psychology,  English, Informatics, Arts, Computer Science |
| 2002–03 | 9 | $36,150 | $1,000–$16,000 | Business, Arts, Physics, Education,  Chemistry, Library |
| 2003–04 | 22 | $115,000 | $1,000–$70,000 | Foreign Languages, Arts, Library, Philosophy, Sociology, Math, History, Education, Women’s Studies, Biology, English,  Computer Science, Physics |
| 2004–05 | 19 | $99,154 | $1,000–$75,000 | History, Social Work, Business, SPEA, Education, Computer Science, Arts, Biology, Psychology,  Philosophy, Library |
| 2005–06 | 16 | $75,485 | $1,000–$50,000 | Math, Business, History, Foreign Languages, Library, Informatics, Political Science, Social Work, Arts, Physics, Psychology,  Computer Science |
| 2006–07 | 19 | $100,000 | $1,000– $50,000 | Computer Science, Education, Chemistry, Arts, Nursing, English, Business and Economics, Dental  Hygiene, SPEA, Sociology |

Table 6.12 Distribution of Research Start-Up Funding, 2000–01 to 2006–07 (Source: Office of Research, IU South Bend)

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Large start-up awards for more than $10,000 have tended to occur in the Physical and Natu- ral Sciences and represent the financing needed for a faculty member to establish a labora- tory and purchase equipment needed to begin their research program (see Table 6.13).

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Awards** | **Department** |  |
| 2000–01 | $10,000 | Biology |
|  | $15,000 | Computer Science |
| 2001–02 | $10,000 | Computer Science |
|  | $10,000 | Computer Science |
|  | $10,000 | Computer Science |
| 2002–03 | $16,000 | Physics |
|  | $13,150 | Chemistry |
| 2003–04 | $70,000 | Biology |
|  | $25,000 | Physics |
| 2004–05 | $75,000 | Biology |
|  | $2,154 | Psychology |
|  | $2,000 | Education |
|  | $5,000 | Business |
| 2005–06 | $1,485 | Mathematics |
|  | $50,000 | Informatics |
|  | $10,000 | Physics |
| 2006–07 | $50,000 | Chemistry |
| Table 6.13 Start-Up Awards over  $1,000 by Year (Source: Office of Research,  IU South Bend) |
|  | $30,000 | Sociology/Anthropology |
|  | $2,000 | English |
|  | $2,000 | Political Science |

IU South Bend distributes recovered indirect funds in a manner that supports research development on campus. When external grants are received, any “indirect” is apportioned as follows: thirty percent to the principal investigator, twenty percent to the department (only in the College of Liberal Arts and Sciences), ten percent to the Unit (schools other than CLAS receive thirty percent), and forty percent to the IU South Bend Office of Research.

When a grant receives full recovery of the indirect negotiated by Bloomington (currently fifty-one percent), one percent is shared with the Bloomington Office of Research.

The faculty member share of recovered indirect cost is placed into a research account which can be used for any research or scholarly activity allowable under federal and IU regula- tions. The department share is used by the department to promote and/or fund research or scholarly activity.

The Office of Research uses some of its share of indirect funds to provide “emergency” support to faculty whose work shows promise for achieving external funding and who are positioning themselves to apply for (an) external grant(s). For example, in 2004–05, a sci- ence faculty member received a course release to prepare a large external grant, and, in 2005–06, he received $1,000 to provide bridge funding for a research assistant to ensure

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the continuation of his research when he was between grants. This faculty member eventu- ally received an NSF grant of $280,000 for his research. Another science faculty member received travel funds to allow him to participate in an Antarctic research excursion, and

a psychology faculty member received $1,000 to pay participants for a pilot project lead- ing to a successful $735,000 external grant from the Templeton Foundation. The Office of Research also funded a faculty member to attend the Council for Undergraduate Research annual conference, for two faculty members and the Associate Vice Chancellor of Graduate Programs and Sponsored Research to attend the CUR Dialogues Conference in 2007, and for six faculty members, the Associate Vice Chancellor and the Grants and Contracts Coor- dinator to the CUR summer meetings in Wisconsin. Occasionally, the Office of Research uses its indirect funds to provide matching funds when required by a granting agency. The

Office of Research also uses its allotment of indirect funds to provide matching amounts for the new IU/regional university grant programs.

Student researchers are supported through the [Student Mentor Academic Research Team](#_bookmark16)  [(SMART)](#_bookmark16) program, a description of which is in Chapter 5. Each year, funding is provided as shown in Table 6.14 to student researchers who conduct research projects and who travel to present the results of their work at conferences.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Year** | **No. of** | **Average** | **Average** | **Average** |
|  | **Awards** | **Travel** | **Research** | **SMART** |
|  |  | **Grant** | **Expense** | **Summer** |
|  |  |  | **Grant** | **Fellowship** |
| 2000–01 | 16 | $1,863 | $260 | $1,800 |
| 2001–02 | 10 | $1,736 | $1,101 | $3,000 |
| 2002–03 | 20 | $533 | $541 | $2,400 |
| 2003–04 | 22 | $1,095 | $373 | $2,100 |
| Table 6.14 Support for Student Research, |
| 2004–05 | 20 | $545 | $336 | $2,240 |
| 2000–01 to 2006–07 |
| 2005–06 | 18 | $497 | $317 | $2,700 |
| (Source: Office of Research, |
| 2006–07 | 21 | $530 | $261 | $3,060 |
| IU South Bend) |

IU South Bend also provides indirect support for faculty and student research. For example, the Library provides a range of digital and print resources that directly support research.

For very specialized resources, faculty members and students have available to them the IU resources either through a very efficient interlibrary loan process or by direct access of the IU holdings in Bloomington. Many faculty members would like direct access to the digital resources available at the Bloomington and Indianapolis campus libraries. Because of licens- ing costs, these are not made available at this time.

The Office of Research at IU South Bend is staffed by an Associate Vice Chancellor of Graduate Programs and Sponsored Research (who devotes half time to research adminis- tration) and by a Contract and Grants Coordinator. The office provides pre- and post-grant services as follows:

* Information about research and program grants and their deadlines, delivered by e-mail to relevant faculty and administrators

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* Coordination of grant applications across units
* Facilitation of large program grant applications
* Help with budget preparation especially in the area of allowable expenses
* Grant-writing workshops
* A four-workshop series on research effectiveness for new tenure-track faculty
* Information about specialized funding on demand from faculty and administrators
* Advice about and editing of grant narratives and budgets
* IRB education and advice
* Education in the area of research integrity
* Education about and monitoring of post-grant compliances
* Financial management and oversight of post-grant budgets
* Coordination and oversight of internal grant competitions
* Liaison with Bloomington re: approvals and signatures
* Oversight of external grant signature routing sheets
* Coaching to faculty who are preparing research grants

The indirect return from faculty grants allocated to the Office of Research funds a mem- bership in the Grant Resource Center division of AASCU. This organization provides customized service regarding grant applications, and contacts with grant program offi- cers in Washington. The Associate Vice Chancellor of Graduate Programs and Sponsored Research attends two GRC conferences a year which allows her to meet with officials in relevant grant programs and to learn about changes to existing grant programs. For ex- ample, she met with the Director of the Physics Division of NSF to discuss funding for the dark matter studies which subsequently received funding. As well, the Office of Research uses the recovered indirect returns to fund memberships in these organizations: Council on Undergraduate Research, Indiana Forum for Research Administration, National Council

on University Research Administration, and Society for Research Administration. It also pays for the following publications: CUR Quarterly, NCURA Newsletter, Human Research Report, and IRB: Ethics & Human Research.

## RECOGNITION OF SCHOLARSHIP AND ACHIEVEMENTS

IU South Bend is proud of the achievements of faculty and students and celebrates them when appropriate and possible through research and service awards, press coverage in uni- versity and community media, annual awards for students, student publications, deans semi- nars and the annual faculty publications reception. (Recognition for teaching was covered in Chapter 5.)

##### Recognizing Student Achievements

The following are examples of celebrating student scholarship:

* IU South Bend sponsors three journals to showcase student scholarship: Analecta,

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Undergraduate Research Journal (not published from 2004–2007), New Views on Gender.

* + Recitals, theatre productions, annual gallery exhibition of student art and special BFA exhibitions for graduating seniors, class and departmental poster presentations of research (undergraduate and graduate).
  + Students are sponsored for regular participation in simulations and contests, such as the Midwest Model EU Simulation, the THETA TAU Rube Goldberg Machine Contest, and the ACM International Collegiate Programming Contest.
  + The SMART program provides an annual Merit Award for Outstanding Under- graduate Research. This award carries a $100 stipend and is presented in May of each year at the annual Honor’s Night of the school or division in which the student resides.
  + In 2006–07, the Schurz Library offered its first $500 prize for undergraduate re- search by recognizing a student who demonstrates sophisticated research skills by incorporating library research into original scholarship. The student was honored at a public reception. This award may be given annually.
  + Each Spring, the Honors Program honors students who have completed the Senior Honors Project. Students present their research at the Senior Research Seminar. Students who complete all of the requirements of the Honors Program wear the Honors medallion as part of their graduation regalia and are recognized at the graduation ceremony.
  + Annual Reports prepared by Schools/Colleges/Departments/Programs highlight student accomplishments.
  + Annual awards for excellence are listed in the Graduation Program and awarded to students at departmental and college/school events; students who make the Dean’s List of their respective academic areas are recognized in the local paper.

##### Individual College Recognition Processes

* + Each year, the English Department administers the Lester M. Wolfson Literary Awards which honors creative writing by students: poetry, short fiction, non-fiction, drama.
  + Each year, the Women’s Studies Program sponsors a Student Writing Contest and awards a prize for a research essay and a creative essay.
  + Each year, the Psychology Department recognizes outstanding research efforts by undergraduates in psychology by awarding the James R. Haines Research Award.
  + Each year, the College of Liberal Arts and Sciences awards three Dean’s Scholar- ships (one each in Social and Behavioral Sciences, Humanities, and Natural Sciences) as well as the Gerkin Scholarship in Physical Sciences, Mathematics, Computer Sci- ence or Informatics to high achieving majors.
  + Each year, every department within the College of Liberal Arts and Sciences selects an outstanding student to receive the departmental Excellence Award. Awards are presented at the annual Honors Night convocation. Several departments (such as

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Chemistry and History) also present other awards at Honors Night.

* The Sociology and Anthropology department within the College of Liberal Arts and Sciences supports a student honor society, Alpha Kappa Delta (AKD) and spon- sors students for national recognition through the American Sociological Associa- tion’s Honors Program.
* Each year, SPEA recognizes high achieving graduates with Outstanding Student Awards in Criminal Justice, Public Affairs, Health Services Management and Public Affairs and hosts an awards luncheon each Spring where students receive certifi- cates and awards. For the last two years, SPEA hung banners in their hallway space honoring all student award recipients.
* The School of Business and Economics recognizes the Dean’s List Members for the year by listing their names in the Honors Day Luncheon program at which they present awards, scholarships and announce nominations to prestigious honorary societies.
* The School of Education hosts an annual recognition ceremony where student awards are presented. As well, the School publicizes award winners on wall plaques and in the quarterly publication Chalkboard.

##### Recognizing Faculty Achievements

Each year, the research and development committee receives nominations for the annual award for excellence in research. When warranted by the quality of the nominations, the committee recommends a candidate for the award to the Vice Chancellor of Academic Af- fairs who reviews the dossier and makes the award. The awardee is announced at a meeting of the Academic Senate, the name is published in the e-newsletter of the Vice Chancellor of Academic Affairs and in any other relevant publications. The awardee gives a public lecture for which the university provides extensive publicity and a public reception. Publicity post- ers are framed and presented to the recipient after the public lecture and one is placed in the hallway of the Academic Affairs offices.

Departments and schools and colleges at IU South Bend provide other awards to outstand- ing faculty in various categories. For example, the School of Business and Economics awards each year an Outstanding Associate Faculty Award which is presented at the Honors Day Luncheon and recognizes faculty contributions to Teaching, Research and Service by listing those being honored in the program for the Lewis S. Armstrong Award Banquet.

Each year, following the Scholarship of Teaching and Learning Annual Midwest Confer- ence on Teaching and Learning, IU South Bend hosts a reception to honor faculty who published during the previous year. Copies of books and articles are available for perusal and a list of campus publications is distributed to attendees. The list is also placed on the Academic Affairs website. Beginning in the summer of 2007, the national MLS Journal will be edited by the Director of the MLS Program, an English professor.

The Deans’ seminar is another way to recognize faculty scholarship and creativity. This seminar series is publicized on campus through brochures, on-line advertising and circulars. The seminars are held immediately following the Academic Senate meetings.

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The Office of Communications and Marketing works closely with the chancellor, vice chancellors, deans and directors to publicize the achievements of students and faculty. The office uses both internal and external publications to promote campus achievements. These include publications, newsletters, brochures, flyers, posters, web pages, and news media rela- tions. As a result, IU South Bend is featured in approximately 300 news stories in the local media annually, faculty accomplishments are featured in Foundations, the IU South Bend Alumni magazine and in Indiana, the alumni journal of IU. Faculty accomplishments are also publicized through Indiana University publications such as HomePages and Indiana University Research and Creative Activity.

##### Recognizing Staff Achievements

Just as faculty accomplishments are highlighted in the university’s print publications,

staff members are recognized and honored through press releases on and off campus. The university hosts an annual Staff Appreciation Day during the month of June. An employee committee plans a day of activities and relaxation for staff members that begins with break- fast and includes a special lunch. During the celebration, employees are honored for their years of service to the institution (five, ten, fifteen, twenty, twenty-five and thirty years of service). The Professional Staff Council presents the Spirit Award to one of their members who has shown dedication and enthusiasm in performing their job, while the Biweekly Staff Council presents the Unsung Hero Award to recognize the hard work of one of their mem- bers. Recipients are selected by vote of the membership.

The Professional Staff Council surveyed all campus units during the Spring 2007 to delin- eate how employees are rewarded at IU South Bend. The [survey](http://www.iusb.edu/~hlc/Staff%20rewards.doc) noted that rewards vary widely across the campus—from taking staff members to lunch or dinner to presenting them with gift cards or certificates to recognizing their achievements at staff meetings or other public events. In reporting the results, the Council also provided a suggested list of “general behaviors” that employees welcome and appreciate, such as remembering to thank staff members for even routine tasks, respecting their professionalism, and supporting their professional development.

##### Recognizing Alumni Achievements

Just as IU South Bend recognizes faculty, staff, and student achievements, the institution also celebrates the achievements of our graduates, taking great pride in their successes. The IU South Bend Alumni Association presents a Distinguished Alumni Award every year to a deserving alumnus at the May campus commencement ceremony. In addition, the col- leges, schools and individual programs present awards to their own distinguished alumni at events held to recognize student achievements, such as awards luncheons or Honors Night celebrations. Distinguished Alumni Awards are presented in the following schools and col- lege: School of Business and Economics, School of Public and Environmental Affairs, Col- lege of Liberal Arts and Sciences, Raclin School of the Arts, School of Continuing Studies (General Studies Program), the Dental Hygiene Program, the School of Education, and the School of Nursing. The Indiana University President’s Award recognizes and honors the outstanding volunteers of the national Indiana University Alumni Association. Since 2000, six graduates of IU South Bend have been the recipients of this award.

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## INSTITUTIONAL CHANGE

The following sections explore several ways that IU South Bend operates at an institutional level in order to support the acquisition, discovery, and application of knowledge. These initiatives represent institutional efforts to anticipate the changing educational needs of our community and to respond in ways that support and enhance the life-long learning of our students, faculty, staff, and community and their overall economic and social wellbeing.

##### Academic Initiatives

In January 2006, Indiana University embarked on an ambitious new academic initiative, the [Indiana University Life Sciences Strategic Plan](http://lifesciences.iu.edu/doc/strategic_plan.pdf). Like the 1998 Information Technol- ogy Strategic Plan which spawned the Informatics program, this plan builds on the to- tal university’s strengths and has at its heart the intent to develop new innovations and transferable research that together will help create the basis for economic transformation

and growth in Indiana. The combined strengths of the life sciences enterprises at IU’s two major campuses, in Indianapolis (IUPUI) and Bloomington (IUB), together with impor- tant contributions from IU’s regional universities, create possibilities and opportunities

at Indiana University that allow the entire IU system to compete effectively with the best research universities in the country. Indiana University’s excellence in information tech- nology serves as a foundation for life sciences research and as an enabler of collaboration among Indiana University’s scientists. Together, these many assets will enable IU scien- tists to understand genetic information and how that genetic information is processed and expressed to make humans what they are. Such understanding will create new opportuni- ties for genomic researchers and cancer clinicians, behavioral scientists and neurobiologists, analytical chemists, and model systems biologists. IU scientists, working together in new ways, will create new opportunities to apprehend solutions to medical problems that were formerly beyond scientists’ grasp.

While many of the concrete recommendations of this new strategic plan are focused on the two main campuses for life sciences research—Bloomington and Indianapolis—the Indi- ana University Life Sciences Initiative also envisions a role for the regional universities in this process, although exactly what that role will be remains for each regional university

to develop. IU South Bend can play a role in this initiative in a number of ways. Through its commitment to undergraduate research in life science areas, as well as recent curricular developments, IU South Bend is especially well-positioned to contribute to and benefit from the Life Sciences initiative. One of the plan’s goals is to build strength in biochemistry to help support the State’s biotechnology industry. Another goal is to educate the next gener- ations of life scientists and help the state develop, recruit, and retain a 21st-century work- force that will facilitate the growth of a life science economy in Indiana. IU South Bend received approval for a new undergraduate major in Biochemistry in 2006. Our science faculty members are active researchers and excellent teachers who incorporate students into their own research programs—thus giving them an excellent foundation for future graduate or career training. The Dean of the School of Education has been actively pursu- ing the educational objectives of this initiative with local area high schools to help high school students be able to bridge the achievement gap in science, technology, engineering, and mathematics. A partnership consisting of IU South Bend, the IU Bloomington Center for Research and K-16 Collaboration, Ivy Tech Community College, the South Bend Com-

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munity School Corporation, and Riley High School submitted a grant application on June 15 to help fund an Early College High School (ECHS) project at Riley. Other collaborative efforts should be encouraged.

A final goal called on the university to engage in education that will help residents of the State of Indiana to lead healthier, better, and longer lives. IU South Bend was already moving in this direction with our revised General Education curriculum. The curriculum included a Health and Wellness requirement for all of our undergraduates. This Health and Wellness requirement has promoted new courses in areas such as dance, yoga, and other physical education. The Student Activities Center also offers a broad range of fitness activi- ties to enhance student, faculty and staff well-being. The campus is exploring an initia-

tive to expand our “smoke-free” environment to the entire campus grounds. Our Wellness Center also works to promote health awareness by sponsoring pap-a-thons, flu shots, blood pressure testing, and other mobile health activities.

As the Indiana Life Science Initiative develops, IU South Bend will be working to enhance degree offerings in the areas of health and human services. Already programs on our campus are exploring closer links to the Indiana University Medical School at South Bend located on the Notre Dame campus.

##### Curricular Change

Curricular change is one process that provides a clear example of how IU South Bend uses research and scholarship to stimulate educational improvements. One of the more challeng- ing and far-reaching curricular processes that the campus has engaged in over the last six years—the revision of the campus general education curriculum—is explored later in this chapter. Worth noting here is the campus commitment to adopt a general education cur- riculum that would apply to all IU South Bend students, regardless of their major. At a time when many college campuses have turned to “cafeteria” models for general education, IU South Bend adopted an innovative curriculum that requires students to engage in interdis- ciplinary study, to explore diversity in western and non-western contexts, and to acquire skills not only in written and oral communication, quantitative reasoning, and critical thinking but in visual literacy and information literacy. The general education requirements provide students with the skills and knowledge that they need throughout their lives. The new general education curriculum has made an impact on other curricular and co-curricular initiatives on the campus.

A second initiative that demonstrates how IU South Bend enacts curricular change can be found in the School of Education. The School of Education is in the process of restructur- ing to bring their programs in line with the new performance-based and standards-driven system approved by the state of Indiana for initial teacher licensure, a system known as “Rules 2002.” During 2003–2004, faculty members in the School of Education reviewed the Indiana Professional Standards Board (IPSB) developmental standards, the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, and the IPSB content standards to create a common set of IU South Bend standards. These new standards serve as the basis for the school’s curriculum and assessment system. The School of Education has revised all of its programs and courses to reflect these standards with an increased em- phasis on performance-based assessment and standards (see their [NCATE report](http://www.iusb.edu/~hlc/NCATE.doc) for details of this effort). Once this revision process was completed, the School of Education began a

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further curriculum revision process to bring their programs into line with the new campus general education requirements.

A third example is the curriculum revision that occurred in the [Master of Liberal Studies](http://www.iusb.edu/~hlc/MLS.pdf)  [(MLS)](http://www.iusb.edu/~hlc/MLS.pdf) program in the College of Liberal Arts and Sciences. The Graduate Liberal Studies Committee, under the guidance of a new Director in 2004, noted a series of difficulties that students were having with the program. To address these student learning issues, members of the Graduate Liberal Studies Committee contacted their peers to engage in conversa- tions about liberal studies programs and best practices. From these conversations, the committee developed and approved a new public intellectual track within the liberal studies program. This particular intellectual track is geared to better articulate the program with the needs and aspirations of those students who are not primarily interested in completing the program with a traditional independent research or creative project activity. Students who pursue the public intellectual track complete a capstone course, D600 Public Intel- lectual Practicum. In this course, students create a portfolio of “public intellectual assign- ments” that is evaluated by the Graduate Liberal Studies faculty. This “public intellectual” focus in the MLS program meshes well with other campus-wide initiatives such as the campus theme year programming, “One Book, One Campus,” and the American Democracy Project which have also sought to develop the capacities of faculty, staff, and students to engage with major issues of our time in a thoughtful and analytical fashion and to make that engagement a public process.

##### Academic Reorganization

In response to IU President Herbert’s request that all campuses study their organizational structure, the Senate Executive Committee and the Vice Chancellor of Academic Affairs at IU South Bend appointed an ad hoc committee on Academic Affairs Restructuring that be- gan work in the fall semester of 2006. Reorganization of Academic Affairs was undertaken in an effort to maximize strengths within the Mission Differentiation Initiative guidelines and to consider optimum effectiveness. On 1 July 2008, the Division of Nursing and Health Professions will become the College of Health and Human Services and the Division of Social Work will join this new College. The School of Public and Environmental Affairs (SPEA) will be closed down at IU South Bend and its programs will be re-located to other campus units. The graduate and undergraduate programs in public administration will

join the Department of Political Science. The criminal justice program will become a new department within the College of Liberal Arts and Sciences. Graduate and undergraduate programs in health administration and non-profit organizations will be moved to the School of Business and Economics. While there will be little in the way of cost savings with these reorganizations, since all faculty members are being retained, these realignments will open up new opportunities for curricular and program innovation, especially as the SPEA faculty members are merged with existing units, opening up new possibilities for collaboration, interdisciplinary study, and program innovation and development.

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Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

# Educational Programs

The following sections discuss undergraduate and graduate programs, certificate pro- grams, and continuing education including distance learning at IU South Bend. It is evi- dent through this array of programming that IU South Bend values the acquisition of knowledge and intellectual inquiry. These sections also explore how the campus ensures the usefulness of its offerings through curricular revisions and program reviews. The revision of the General Education curriculum and graduate programs provide examples of how core components 4b and 4c of the re-accreditation standards are interlinked at IU South Bend.

The first part of this section lists the new undergraduate degree programs that have been added at IU South Bend since the last re-accreditation visit. This part examines the revi- sions in the general education curriculum, describes the Honors Program, International Programs, and service and distance learning. Part one closes with a review of the curricu- lar development and program review processes. The second part of this section discusses graduate programs: how graduate programs fit into the campus strategic plan, the growth in research opportunities for students, and assessment of graduate education. The third part covers certificate programs, distance learning, and continuing education. Every part of this section demonstrates the ways that IU South Bend encourages intellectual inquiry and equips students for life in a diverse, global, and technologically sophisticated society.

## UNDERGRADUATE PROGRAMS

Since the last accreditation team visit, IU South Bend has implemented five new baccalau- reate degree programs (BS in Actuarial Science, BS in Biochemistry, BS in Informatics, BS in Management Information Systems, and BS in Dental Hygiene (to begin Fall 2007); two new minors (Interpersonal Communication and Environmental Studies) and three new certificate programs (Informatics, Professional Writing and Computer Applications). Several other new programs are at various stages in the planning or approval process, including

a BA/BFA in New Integrated Media, a BS in Medical Imaging Technology, and a BA in Anthropology. The campus offers fifty-two baccalaureate degree programs, fifteen associate degree programs, two technical certificate programs, and eighteen non-technical certificate programs (IU Fact Book 2006–07).

##### Reforming the General Education Curriculum

As the team noted in its November 2000 report, there was no common campus-wide gen- eral education requirement in place, although consideration was underway to develop such

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a common program. In March 2000, in response to a directive from IU President Myles Brand, a faculty task force was created by Vice Chancellor Alfred Guillaume and charged with the task of developing a common general education curriculum for all baccalaureate degrees offered at IU South Bend. The membership of the Task Force on General Educa- tion included representatives of the faculties of all the major academic units of the campus.

Initial deliberations of the task force in the spring of 2000 involved an extensive examina- tion of the current general education requirements of the various IU South Bend academic units, as well as a look at general education goals and curricula at other IU campuses and at other higher education institutions throughout the U.S. These initial steps led to the identi- fication of three broad categories of general education goals:

1. skills,
2. knowledge/content, and
3. values.

Over the next three years, the task force organized discussions focused on these three broad areas, gathered information and sent two members to an AAC&U (Association of American Colleges & Universities) conference on general education, and distributed to the campus community three general education structural models for a new, coherent general education curriculum that served as the focus of further campus discussion. Members of the task force attended meetings of seventeen different academic units to solicit feedback on the strengths and limitations of these models. One theme that emerged from these meetings was the need for flexibility in our general educational curriculum, in light of the large fraction of our student body that begins their college education elsewhere.

In March 2003 the task force brought their [recommendations](http://www.iusb.edu/~gened/GenEd_RepRec.pdf) before the IU South Bend Academic Senate. The Academic Senate approved the recommendations and the new cur- riculum was implemented in Fall 2005. The campus adopted a common general education curriculum for all undergraduate students (regardless of major). (In fact, IU South Bend was the only IU campus that succeeded in meeting President Brand’s directive.)

The new curriculum is characterized by a strong emphasis on the development of funda- mental academic skills and by content courses intentionally created to illustrate the link be- tween these academic skills and the learning that will be required of our students through- out their lives in an increasingly diverse society. The report set forth the purpose of general education at IU South Bend and outlined a set of specific goals that the general education curriculum would achieve. Both of these steps are crucial to being able to properly assess the outcomes of the curriculum and represent major steps forward on our campus.

##### Goals of General Education at IU South Bend

As outcomes of the general education curriculum, students should…..

* + be able to write clearly and correctly, and to understand, construct, and analyze persuasive written arguments
  + be capable of understanding, constructing, and analyzing quantitative arguments
  + be capable of understanding, constructing, and analyzing arguments presented in verbal and visual form

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* + - be able to retrieve, evaluate, and use information effectively
    - understand the power and purpose of a scientific view of the natural world
    - be familiar with the philosophical, literary, and political traditions of Western cul- ture
    - understand factors that shape the behavior of human beings, as individuals and as groups
    - appreciate artistic achievement and develop aesthetic sensibilities
    - appreciate the importance of ethical behavior and understand the ethical issues as- sociated with a variety of academic disciplines
    - understand and appreciate the variety of cultures and experiences that have contrib- uted to American society
    - gain familiarity with non-Western cultures
    - value personal growth and learning

The general education curriculum at IU South Bend has four components: Fundamental Literacies; The Common Core; Contemporary Social Issues; and Extended Learning. The Fundamental Literacies are academic skills that have been identified as critical to success in college and in lifelong learning. These include: Writing, Oral Communication, Critical Thinking, Visual Literacy, Quantitative Reasoning, Information Literacy, and Computer

Literacy. Students take one course that focuses on each of these skills. The Common Core is a set of four courses that offer students an introduction to many of the essential intellectual themes of four broad (and not mutually exclusive) groupings of disciplines: The Natural World, Human Behavior and Social Institutions, Literary and Intellectual Traditions, and Art, Aesthetics and Creativity. These are not survey courses, but rather courses that focus on specific themes. There are multiple versions of each course, but all versions of the four Common Core courses have certain essential characteristics in common. For example, each Common Core course must include explicit instruction in at least one of the fundamental literacies, each must be at least modestly interdisciplinary, and each must include a treat- ment of one or more ethical issues that arise in the context of the course topic.

An essential component of the preparation of students for life beyond the university is study in depth of some of the pressing social issues that graduates, as leaders and as involved citizens in their communities, will need to confront, as well as reflection on fac- tors that will help them to construct for themselves rewarding and productive personal lives. These issues comprise the Contemporary Social Issues portion of the general educa- tion curriculum—Diversity in American Society, the study of Non-Western Cultures, and the promotion of personal Health and Wellness—and students are expected to complete coursework in each area.

The fourth component of the general education curriculum at IU South Bend is co-curricu- lar. It is crucial for students to understand that learning also takes place outside the class- room, and to amplify this message IU South Bend includes in its general education curricu- lum an explicit co-curricular component. Each year a faculty committee identifies a campus theme, to which a wide variety of lectures, performances, discussions, and in-class activities

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are linked. This programming was discussed at greater length in Chapter 5 under the sec- tion Social and Intellectual Environments.

The General Education curriculum is overseen by a Director of General Education and by a General Education Committee, which serves as an advisory body to the Academic Sen- ate Curriculum Committee. The Director of General Education is a faculty member, who receives a partial reassignment from teaching duties for this purpose. The development of an assessment plan for general education is a responsibility of the Director and the General Education Committee. This development is in progress.

The General Education program is still being implemented at IU South Bend, and the program is experiencing the “growing pains” typical of a developing program. Once the plan was accepted in 2003, an Implementation Committee was created to define the com- mon characteristics of the new core courses, the new fundamental literacies courses (Criti- cal Thinking and Visual Literacy), and the Contemporary Issues courses. It took another year for this work to be completed so that faculty could begin to develop new courses. The process of generating and approving new courses had several bottlenecks, including finding qualified instructors, proper scheduling of courses to maximize enrollment, defining cor- rectly the attributes of a course, and initially relying on a single person (Director of Gener- al Education) for all approvals. Many of those bottlenecks have now been smoothed out and subcommittees exist to assist the Director with course approvals. Faculty teaching assign- ments are undergoing changes and many faculty members are teaching new preparations which take more time, thus drawing them away from service and scholarship temporarily.

Another concern about implementation is that the new general education courses are being added without the subsequent deletion of other courses. In some cases, because students are under both curriculum plans, courses cannot yet be deleted because students still require them to graduate. Many of these issues will be resolved as students under old requirements finally graduate and all students are under the same curriculum.

Faculty and staff advisors have had to learn the new program requirements, while also still being able to advise students completing their degrees under the old curriculum. The new curriculum required some units to revise college or school requirements for a degree (as was the case for the College of Liberal Arts and Sciences, the School of Education, and the Division of Nursing and Health Professions). Many students have not rushed to fulfill their

general education commitments creating a backlog of students who may at some point over- crowd the system. Concerns have also been expressed in the Chancellor’s Cabinet that the requirements may affect time to degree for some students and/or discourage students from enrolling at IU South Bend. The campus has no data at this time that would indicate this is a compelling concern. The institution is carefully monitoring the program and intervening as necessary to ensure that the program does not delay student time to graduation, nor serve to drive students to become transfer students rather than alumni.

##### Honors Program

The [Honors Program](http://www.iusb.edu/~honprog/index.php) provides our highly motivated students with the opportunity to engage in rigorous and challenging academic study. To earn the Honors certificate, students must complete at least five Honors courses (including the Freshman Honors Colloquium) and an Honors Program senior project under the direction of an individual faculty member. Honors courses are capped at fifteen students (and often contain fewer), so students

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experience a high degree of personal attention in discussion-based classes that mentally stimulate these academically curious students. One highlight of the Freshman Honors Colloquium is the two-day research-focused symposium, where an invited scholar comes to campus to present a series of talks on their research. Honors students engage in faculty- led discussions after each talk. In addition, the program hosts an Honors seminar where graduating students present the research they did for their honors thesis. Students in the program are eligible for numerous forms of scholarship support such as the Honors Schol- arships ($1,400), the Alumni Association Scholarship ($4,000 freshman year only, renewable at $1,400), and other merit-based scholarships.

Our Honors Program was having trouble retaining students. While the program was recruiting students at acceptable levels (Fall 2005, thirty-eight students; Fall 2004, thirty- seven students; Fall 2003, thirty-nine students; Fall 2002, forty-one students), retention to the second year of the program was low. Only twenty-two percent of the Fall 2004 Honors Colloquium class was retained in the Honors program in Fall 2005. This was a drop from twenty-eight percent in the Fall 2003 class, which was a drop from a forty-four percent average from the previous six years.

A new Honors Director was appointed in 2006. With the Honors Advisory Committee, he has revised policies on admission and program membership in order to make it more feasible for students to complete the Honors program while also graduating in a timely fashion.

Previously, students were required to take an honors course each academic year. Now they are required to maintain a ratio of one part Honors coursework to seven parts other course- work. This allows students to better schedule their Honors courses around other courses they are required to take for their major. It also makes it possible for part-time students

and students in Nursing, Arts, and Education to participate in the program. The director is working diligently to ensure that the thirty-two students who began the program in Fall 2006 remain in the program. In Fall 2006, there were fifty-three students in good standing in the program (GPA of 3.5 or above) and eleven associate members with a GPA of less than 3.5. Through his efforts, eight students graduated with an Honors Certificate in 2006- 2007. He has also worked to recruit more minority students into the program. The Honors Lounge has been improved by the addition of computers and students are beginning to work together there, to bring in intellectual games and magazines, and to take ownership

of this space. The students have also elected a student representative who will be a voting member of the Honors Advisory Board (with the exception of scholarship award decisions).

##### Interdisciplinary/Interdepartmental Programs

At IU South Bend, students get their first exposure to interdisciplinary study in the Com- mon Core courses of the General Education curriculum, as discussed above. However, there are other formal opportunities for students to engage in interdisciplinary or interdepartmen- tal study on our campus. The College of Liberal Arts and Sciences (CLAS) offers interdisci- plinary minors in African American Studies, American Studies, Cognitive Science, European Studies, Film Studies, Gerontology, Informatics, International Studies, Latin American/La- tino Studies, Religious Studies, and Women’s Studies. An Environmental Studies minor received final approval in July 2007. Committees of faculty from participating departments administer many of these programs and students in any university college, school or divi- sion can complete these minors. In addition to these explicitly interdisciplinary minors,

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students may elect a minor in the School of Business, either in business administration, finance, or management skills. Certificate programs in such fields as applied informatics, international studies, social and cultural diversity, correctional management, professional writing, and urban studies also offer an opportunity for students to gain special qualifica- tions outside the school or college in which they are majors.

Interdisciplinary bachelor’s degree programs are available in [General Studies](http://www.iusb.edu/~sbgens/), [Women’s](http://www.iusb.edu/~wmns/)  [Studies](http://www.iusb.edu/~wmns/), [Informatics](http://www.informatics.iusb.edu/), and in the sciences. Since our last review, General Studies has been moved to the College of Liberal Arts and Sciences (CLAS); General Studies students es- sentially elect a thirty credit concentration in A) the arts and humanities or B) science and mathematics or C) social and behavior sciences and must take fifteen credits in the other two areas. The Women’s Studies program, also located in CLAS, is administered by a governing board and a director who fulfills many of the functions of a department chair. While most of the current course offerings are in CLAS areas, the program has historically included of-

ferings in the School of Arts, Nursing, and Labor Studies. Informatics is housed in Computer Sciences but is distinguished from computer science and information systems as a “cross-dis- ciplinary” program that “covers a breadth of issues in various disciplines including the social and ethical issues facing our information society.” The Chemistry and the Biological Sciences Departments collaborate to offer a major in Biochemistry and the Department of Physics and Astronomy has developed articulation agreements with Purdue North Central and IU Purdue Fort Wayne to offer [3+2 programs](http://www.iusb.edu/~iusbphys/3-2.shtml) that allow students to receive a degree in engi- neering plus a degree in physics from IU South Bend. Finally, the University Teacher Edu- cation Council, that includes faculty from Education and Liberal Arts and Sciences, works collaboratively to improve learning for elementary and secondary education majors.

The campus climate of collegiality and focus on teaching and learning is conducive to the creation of programs that cross disciplinary lines. Further, administrative support for such programming is readily found. For the past three years, with so many faculty members working to develop and implement the general education curriculum, faculty energy has been somewhat diverted from pursuing new collaborations among programs (although three new programs—African-American Studies, Biochemistry, and Environmental Studies—were developed during this time). It is important that the institution continues to encourage the development of more interdisciplinary programs for undergraduates.

##### International Programs

IU South Bend is the only regional university with a developed international program, and it has served as the model for others. The mission of the [Office of International Programs](http://www.iusb.edu/~sbintl/)  [(OIP)](http://www.iusb.edu/~sbintl/) is to promote international education at IU South Bend so that all of its students can achieve global literacy, to open international opportunities for our students, and to foster international understanding and awareness for the campus as well as the larger community. In addition to coordinating a variety of international events on campus (e.g., International Education Week), publishing an annual International Programs Newsletter, revising annu- ally the International Directory of international resources on campus, and working with the International Student Organization, the main ways in which OIP promotes its mission is by supporting the development of the international degree programs at IU South Bend and study abroad programs.

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As detailed in Chapter 5, a growing number of IU South Bend students are choosing to study abroad, but the university has room to grow the study abroad programs. The campus has averaged about thirty students per year, considerably less than one percent of our stu- dent body. As reported on the NSSE 2006, only eight percent of seniors had participated in a study abroad program, with another six percent of seniors reporting they still planned to participate in such a program. Those same results, however, give some hope for developing this area. Of the freshmen surveyed, twenty-three percent indicated they planned to partici- pate in a study abroad opportunity. If the International Programs Director could identify students interested in study abroad during their freshman year, there would be a greater like- lihood that he could help these students achieve their objectives by helping them integrate a study abroad experience into their chosen major and into their financial aid requirements.

In 2000, the only program available to students was the International Studies Certificate (ISC), which was drawing an average of nine students per year. Since 2000, eighty-five stu- dents have received the certificate, and twenty-five students have graduated with the Inter- national Studies minor, approved in 2004. In addition, during the past six years, a minor in European Studies was added to the international curriculum.

The international curriculum at IU South Bend could be enhanced in the near future by:

1. creating a major in International Studies;
2. increasing cross-cultural content and coverage of under-represented regions of the world into general education and other courses. As the new general education

program addresses this suggestion to some substantial degree, a developing general education assessment program should take care to consider how much progress is being made in this area;

1. increasing foreign language offerings;
2. working to bring more Fulbright Scholars-in-Residence to campus; and
3. working with the Associate Vice Chancellor of Graduate Programs and Sponsored Research to identify grant opportunities for international curriculum development.

The study of languages other than English also greatly benefits students in understanding and appreciating the multi-cultural, multi-lingual global community in which they will live and work. At IU South Bend, foreign language instruction is conducted through the [De-](http://www.iusb.edu/~forn/) [partment of World Language Studies](http://www.iusb.edu/~forn/), whose courses are designed to promote proficiency in languages, knowledge of cultures and literatures, and students’ active engagement in cul- tural and linguistic exchanges. Students can receive instruction in five languages: Chinese, French, German, Japanese, and Spanish.

Instruction in foreign language is not part of the General Education curriculum at IU South Bend. Three academic schools and divisions require no foreign language study at all—Education (except for those students seeking certification in a foreign language), Nurs- ing, and Public and Environmental Affairs. The School of Business and Economics does not require a second language but highly recommends that students take three to six credit hours. The School of the Arts requires two semesters of study for all degrees except the BFA in Theatre, which requires no language study, and the BA in Music, which requires instruction in at least two languages. The College of Liberal Arts and Sciences requires

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four semesters for all BA degrees and two semesters for all BS programs. The department is currently administering the Modern Language P A exams to students completing the four course sequence. The initial administration of the exam was to students in five classes (three Spanish, one German, and one French). Eighty percent of the approximately one hundred students scored at the “intermediate low” proficiency level in reading on the exam, which is the department’s learning outcome target for these courses.

Given that IU South Bend is committed to the economic development of the Michiana re- gion and of the state, and given that the region and state are becoming increasingly multi- lingual (e.g., increasing Latino population in Michiana), more programs should consider the benefits to their students of attaining some proficiency in a foreign language.

##### Service Learning and Internships

The campus commitment to active or experiential learning is evident in a range of campus programs. The IU South Bend General Studies program in the College of Liberal Arts and Sciences offers credit for “life experience” documented by a written portfolio and evaluated by a faculty member in a relevant discipline. In a sense, the campus professional programs in Education, the Arts, Business and Economics, and the Health professions have always required students to test their mastery of classroom theory in the living laboratories of

the community. Similarly, CLAS social science and women’s studies majors integrate field observations and ethnographies with internships. Science students have always connected their classroom learning with experimentation and observations in science laboratories and in the field.

Some of the more visible campus-community connections are embedded in the training of future business, arts, and health professionals—as accounting students provide free income tax assistance, Dental Hygiene students work in a campus clinic to provide low-cost profes- sional care for community “clients” while actively practicing their skills under faculty super- vision. Students in the arts engage with community audiences. Similar “hands on” learning is practiced by student teachers in the school of education and future health care profession- als in the College of Health and Human Services. A full discussion of service learning and internships at IU South Bend can be found in [Chapter 7, Criterion Five](#_bookmark31).

##### Co-Curricular Activities

Extra and co-curricular activities and clubs are available in virtually every major. For ex- ample, the Japanese club takes students to Chicago to attend an anime conference; French students take in a Parisian meal in Chicago’s Bistro Zinc and visit the French Impressionist collection at the Art Institute; political science students register voters and sponsor debates with candidates for state and national office. Films and film series are sponsored by the Film Studies and Women’s Studies program and by clubs in Spanish and Political Science. Students from the political science department regularly participate in the Midwest Model European Union competition. Competing with twenty-four other colleges, including the central IU campus in Bloomington, [IU-South Bend’s team won “Best Delegation”](http://www.iusb.edu/~sbocm/apr05/eu.shtml) in April 2005. To train for this event, the students had to draft and submit policy proposals based on their research on Cyprus to the conference secretariat in Indianapolis and then debate their proposals during the weekend event. In the same month, the Math Team from IU South Bend placed fifth in a state-wide math contest that pitted thirty-six colleges and universities

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against each other. All of the teams that placed higher were from much larger or more tech- nically focused schools: Purdue, IU Bloomington, and Rose-Hulman Institute (two teams). IU South Bend was an American Democracy Project campus and considered a leader in this program. ADP was integrated with the One Book, One Campus and the campus theme cre- ating a more coherent educational experience for students, and helping to establish a stron- ger identity for the university in the community.

Such activities and accomplishments are all the more remarkable because IU South Bend is a commuter campus where virtually all students have at least part-time jobs and many have significant family responsibilities. Our NSSE survey indicates that seventy-two percent of first year respondents work, as compared to thirty-three percent nationally (item 9b). As seniors, twenty-eight percent of respondents work over thirty hours a week; the national figure is sixteen percent (9b). Nationally, seventy-eight percent of college freshmen respon- dents report that they spend no time on dependent care; in South Bend, the figure is only forty percent. Twenty-two percent of our senior respondents spend more than thirty hours a week doing dependent care; nationally, the figure is ten percent. When one adds the num- ber of working students to the number of those doing significant amounts of dependent care (although of course the categories overlap) a picture emerges of a campus on which very few students can devote themselves entirely to school and extra-curricular activities. As the university’s relatively low tuition and its high percentage of working students sug- gests, our students have less disposable income than the typical student at a private liberal arts college. Except for military veterans, few have traveled widely; one still meets students who have never been on an airplane or visited a museum.

Helping students to feel at home with new cultural experiences is therefore crucial to their education. Data from the National Survey of Student Engagement suggest that the campus is having some modest success. For example, when asked whether they have “attended an art exhibit, gallery, play, dance, or other theater performance” our students as freshmen say: “Never,” 36 percent; “sometimes” 39 percent; “often” 19 percent; “very often,” 6 percent; as seniors, they offer modestly more favorable responses: seniors, “never,” 30 percent; “some- times,” 48 percent; “often,” 13 percent; “very often,” 10 percent. Exposing IU South Bend students to cultural and international experiences is one effort toward developing life-long learning.

##### Development of Courses and Curricula

The [Campus Bulletin](http://www.iusb.edu/~sbbullet/) describes the programs of study and courses offered by IU South Bend. The Bulletin is published every two years and each new version gives programs and departments the opportunity to revise their current course offerings and curricula as well as to include new courses, majors, minors, certificates and degree programs.

Through the results of assessment and program reviews, faculty members are encouraged to improve courses and make revisions to curricula as necessary. To ensure the integrity of course offerings and the structure and content of curricula, new courses and curricula must be submitted to the [Academic Senate Curriculum Committee](http://www.iusb.edu/~sbas/curriculum/indexCU.shtml) for review after being

approved by the appropriate chair and/or dean. Some colleges and schools also require that new courses and curricula must first be approved by the appropriate college or school Cur- riculum Committee before being submitted to the Academic Senate Curriculum Committee. To maintain all-university system wide efficiencies in course offerings, courses are posted

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for a required thirty day remonstrance where they are reviewed by all the IU campuses. If there are no objections to the course, it is approved and the paperwork is sent to the regis- trar. After signature by the registrar, copies are sent to the chair and/or dean as appropriate.

The role of the Academic Senate Curriculum Committee is to provide a campus perspec- tive for new courses and programs and/or changes to existing courses and programs and to minimize duplication of course offerings. The committee serves in the following capacities:

1. to maintain the institutional history of the curriculum committee by maintaining archives of past curriculum decisions for record purposes and for consultation for future decisions;
2. to consider and vote upon all new courses, programs, degrees, certificates, and num- bering, titles, credit hours, grading options, and descriptions;
3. to enhance communication among the different academic units in terms of proposed changes that will affect both current and future programs, especially as they increas- ingly use resources that cross academic unit boundaries; and
4. to oversee the curriculum development process

Proposals for new degrees or majors, degree name changes, or adding a new department must be approved first by the IU South Bend Academic Senate Curriculum Committee and then by the [IU Academic Leadership Council](http://www.iupui.edu/evp/alcprograms.htm), the IU Board of Trustees and the Indiana Commission for Higher Education. All other actions such as new certificates requiring fewer than thirty credit hours, minors, or name changes for minors can be implemented with ap- proval of the Academic Senate Curriculum Committee and require no approval from addi- tional levels. Name changes for majors require approval of the Academic Leadership Coun- cil and the IU Board of Trustees.

There is a consistent set of policies and procedures for curriculum and course development that are not so difficult that they stifle curriculum development. As well, there is a [grant](http://www.iusb.edu/~sbres/randd/CDP.html)  [program](http://www.iusb.edu/~sbres/randd/CDP.html) to support “significant” curricular projects.

##### Program Review

As discussed earlier in Chapter 5, Indiana University South Bend has developed a multi- faceted program over the years for [assessment](http://www.iusb.edu/~sbassess/) of the various degree programs in students’ preparation for their careers and lives in a global, diverse, and technological society. Accord- ing to these assessment programs, academic departments are committed to continuously reviewing their undergraduate and graduate programs, evaluating the currency and rel- evancy of their curricula and courses in the major programs, and considering actions due to the feedback loop from these assessments. The campus assessment program’s strengths have been in assessing major programs and responding to new developments in academic fields, especially as these are conveyed by the standards of professional and accrediting organiza- tions or in the developing scholarship of a field. Some programs also have long histories of commitment to a review of their teaching or the [scholarship of teaching](http://www.iusb.edu/~ucet/sotl_2007.shtml), a field to which IU South Bend has made notable contributions.

The challenge of program currency is often brought before the faculty as they keep up with their fields—doing research, attending conferences, reading journals, discussing pedagogy

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with colleagues, responding to changing professional standards provided by exemplars in the field, accrediting boards and by external program reviews. This process is most visible in units like [School of Business and Economics](http://www.iusb.edu/~buse/), [School of Education](http://www.iusb.edu/~edud/), [Division of Nursing](http://www.iusb.edu/~sbnurse/index.shtml)  [and Health Professions](http://www.iusb.edu/~sbnurse/index.shtml), or [School of Public and Environmental Affairs](http://www.iusb.edu/~sbspea/homepage.shtml), where external or IU accrediting standards play a substantial role in their assessment plans. For other units, such as the [School of the Arts](http://www.iusb.edu/~sbarts/) and the [College of Liberal Arts and Sciences](http://www.iusb.edu/~lasi/), an internal process of program review and external program evaluations play a substantial role. IU South Bend’s procedures for program review were discussed in Chapter 4.

The challenge of program relevance is somewhat different, since it should begin with ex- ternal professional standards and models but also extend to the needs of the region served by the university. This becomes a philosophical as well as a practical issue: how well, and how, does the university make its programs relevant to the particular needs the region has today? One answer might be the formation of task forces or advisory councils in profes- sional disciplines (as currently employed by Business and Economics and by SPEA) that can be charged to articulate a curricular model to address the issue of relevance and to recom- mend ways to enhance the relevance of teaching. Nonetheless, this is a particularly press- ing question for a regional university in a state university system; the model of the central research campus is not appropriate and not within reach, but a more appropriate model may not be clearly in place. IU South Bend may very well have reached a point in its process of maturing in which its role in the region might be guided by a keener scrutiny of the issue of relevance. If the campus is more able to see the particular nature of our region and this historical moment, it should be more able to shape programs that are relevant. A regular review of our mission has recently taken place, but it is probably fair to say that it has not produced a sharp enough sense of the campus’s relation to the region, and so relevance has a more uncertain place in program assessment. The question of relevance may help us focus our efforts in the next few years.

As a part of its mission, IU South Bend is committed to the economic development of the Michiana region and the State of Indiana by meeting “the changing educational and research needs of the local and state community.” The majority of the students it educates are drawn from and remain within the region or state, finding employment in a wide variety of jobs.

Employer surveys and discussions with local advisory boards therefore provide valuable tools to evaluate the curriculum of many programs. Likewise, it is relatively straightforward to involve alumni in these evaluations, either indirectly through surveys or through direct contact at planned campus meetings and events. After entering the local or state workforce, alumni are well positioned to reflect on the quality of education they received at IU South Bend with respect to their employment satisfaction and success. As a consequence, nearly all departments or schools at IU South Bend employ some assessment mechanism to acquire opinions of external constituents in determining the effectiveness, relevance and currency

of their curricula. As might be expected, programs of applied practice (e.g., Business, Crimi- nal Justice) make greater use of employer surveys and advisory boards than do programs with a more basic educational mission (e.g., English, Philosophy). (See the [Assessment Com-](http://www.iusb.edu/~sbassess/index.shtml) [mittee](http://www.iusb.edu/~sbassess/index.shtml) web site for a samples of programs using employer and alumni surveys.) Although assessment for major programs rightly remains the primary responsibility of each unit, a comprehensive campus assessment is equally important, and so the time has perhaps come to assert a campus-wide standard for assessment activities involving external constituents.

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##### Class Sizes

Nearly one-half of IU South Bend’s classes enroll twenty or fewer students and a small percentage of classes (five percent) enroll fifty or more students. Our IPEDS benchmark comparison showed that IU South Bend surpasses the median of both its peer and aspira- tional institutions for the number of classes enrolling fewer than twenty students and only slightly exceeds the median of peer and aspirational institutions for classes enrolling more than fifty. The 2006 student to faculty ratio was fourteen to one according to the IU Fact Book. Small class sizes allow the institution to provide students with an environment con- ducive to engaged learning and intensive faculty attention. Class sections that do not meet enrollment minimum standards are cancelled prior to the start of each term unless there are compelling reasons to maintain them.

##### Future

IU South Bend has worked to establish a number of articulation agreements with Ivy Tech Community College over the last five years. Joint advising sessions between the two cam- puses are being held to further facilitate ease of student transfer from Ivy Tech’s associate’s programs to IU South Bend’s baccalaureate programs. By working to ensure that com- munity college students can easily continue their educations, IU South Bend administra- tors, advisors, and faculty members are proactively addressing locally a national concern in higher education: the reality that students at community colleges do not experience success in achieving their educational goals. As IU South Bend continues to develop partnerships with Ivy Tech, new undergraduate majors will be generated on our campus. Already new programs in Anthropology, Medical Imaging Technology, New Integrated Media, and Envi- ronmental Sciences are in various stages of development, and discussion has begun about offering an undergraduate major in Social Work.

The new General Education curriculum provides all undergraduate degree programs, even those in the professional schools, with a unique mark of distinction. IU South Bend is one of the few universities in the country teaching information literacy and visual literacy at this level. The Common Core introduces all IU South Bend students to interdisciplinary study and grounds them in the ethical practices and fundamental disciplinary values of the liberal arts. In the coming years, departments and programs will be able to better integrate their curricula with the general education program in order to further strengthen and en- hance these important educational elements.

In the Mission Differentiation process, IU South Bend chose undergraduate research and close student-faculty collaboration as an area of campus distinction. Over the next five years, structures and processes will need to be put into place in order to realize this vision. The Office of Research is laying the foundation at present through sending faculty to Coun- cil for Undergraduate Research workshops and institutes and organizing a faculty learning community for Fall 2007 to discuss developing and sustaining a research supportive curricu- lum. Out of these processes, a strategic plan for undergraduate scholarship will be created for the campus.

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## GRADUATE PROGRAMS

##### Overview

Indiana University-South Bend has been offering graduate courses since the late 1960s, and master’s degrees in education, business, and public affairs have been offered for over thirty years. Traditionally, Indiana University defined graduate education as the mission of the two “core” campuses, Indianapolis and Bloomington. On the whole, the system operated to discourage further development of graduate programs at regional universities, keeping their numbers lower than at many comparable but independent institutions. This strong centraliz- ing principle is still visible in a recent advertisement for a new dean of the Graduate School in Bloomington, who “is a member of the Council of Deans at the Bloomington and Indiana University-Purdue University Indianapolis campuses. This position . . . report[s] to the Provost and Vice President for Academic Affairs, a university-wide officer who reports to the President.” The first duty of the Dean listed in that document is “coordinating and enhanc- ing all research degree programs of IU’s university-wide graduate programs. This entails enhancing the quality of current programs, reviewing proposed programs, fostering inter- disciplinary programs, appointing graduate faculty, and working with all graduate programs across IU campuses.” IU South Bend recognizes that it is the only public graduate degree- granting institution in north central Indiana and southern Michigan and has responded

to the regional need for graduate programs. Unlike the other IU regional universities, IU South Bend’s mission includes a reference to graduate programs, and growth and develop- ment of graduate enrollment and programming of graduate studies is an important piece

of the strategic plan. Since the last accreditation team visit, IU South Bend has implemented five new graduate degree programs (the MS/MIT in Management Information Technolo- gies, MS in Applied Mathematics and Computer Science, MA and MAT in English and an MS in Nursing (to begin Fall 2008) and one post-baccalaureate certificate in Applied Infor- matics. Currently the campus offers fourteen [master’s degree programs](http://www.iusb.edu/~sbbullet/grad.shtml), in the College of Liberal Arts and Sciences, the School of Education, the School of Business and Economics, the Raclin School of the Arts, the School of Public and Environmental Affairs, Division of Nursing and Health Professions, and the School of Social Work (IU Fact Book 2006–07).

During the past six years, IU South Bend’s focus on graduate programming has increased, partly in response to structural changes in higher education in Indiana and partly to respond to needs in the community. For many years, the state lacked a junior/community college sys- tem, although branches of a post-secondary, two-year, state-wide vocational and technical school were scattered throughout the state. The Indiana Vocational and Technical College, known informally as “Ivy Tech,” officially became Ivy Tech Community College in 2005.

While the full implications of the new community college system for IU South Bend are still unclear, an increasing emphasis on upper-level and graduate offerings is inevitable. The relatively new requirement that liberal arts instructors at Ivy Tech have a graduate degree has expanded our audience for graduate degrees. The development of new degree programs is driven by community need and faculty expertise, as evidenced in our newest proposed of- fering, the MSN in Nursing, which will begin enrolling students in Fall 2008.

Although increasing graduate programming is a campus goal, in fact, graduate enrollment has declined in each of the past five years as shown in Table 6.15. Most of the difference can be attributed to a decrease of enrollment in the School of Education caused by a change

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in legislation that removed graduate degree requirements for licensure attainment and maintenance.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fall Term** | **Graduate Student Headcount** | **Graduate Student Credit Hours Headcount** | **Difference** |  |
| 2000-2001 | 1355 | 6560 |  |
| 2001-2002 | 1347 | 6879 | -8 |
| 2002-2003 | 1280 | 6786 | -67 |
| 2003-2004 | 1187 | 6420 | -93 | Table 6.15 Graduate Fall Term Enrollment 2000-2001 to  2006-2007  (Source: Office of Institutional Research, IU South Bend) |
| 2004-2005 | 1179 | 6386 | -8 |
| 2005-2006 | 1135 | 6457 | -44 |
| 2006-2007 | 1049 | 5998 | -87 |

##### Connection to Strategic Plan

One of the major recommendations of the Campus Strategic Plan was to develop graduate education at IU South Bend. A major component of that recommendation was the develop- ment of a graduate education master plan to guide program development. Several of the other recommendations, including clarifying policies and procedures and hiring an individ- ual to direct graduate studies, which were more immediate and pressing concerns have now been resolved. The campus is thus now ideally situated to begin developing a comprehensive graduate master plan that will guide future program development on the campus and to move to identify and cultivate sources of financial aid support for graduate study.

##### Graduate Council

A significant problem in 2000 was that the campus had no separate administrative office charged with developing, monitoring, and promoting graduate programs. Accordingly, one of the early recommendations in the strategic planning process was for the campus to de- velop a hiring plan for an individual to direct graduate studies. This goal was accomplished with the hiring of an Associate Vice Chancellor of Graduate Programs and Sponsored Research in the summer of 2004. One of her first steps was to work with the campus-wide [Graduate Council](http://www.iusb.edu/~graduate/gradcoun.shtml) to define the kinds of policies and distinctions that the 2000 NCA evalua- tion team had recommended for graduate study. The Associate Vice Chancellor of Graduate Programs and Sponsored Research is an ex officio member of the Graduate Council which consists of seven faculty members who represent a wide range of programs–music, public affairs, business, mathematics, education, and liberal studies.

The council developed, in consultation with deans and directors responsible for graduate programs, a five-page [policy statement](http://www.iusb.edu/~sbas/finalgradpolicies.doc) that addresses such issues as admissions and reten- tion standards, the number of credits required for a master’s degree, the nature of the exit project, and ways in which programs must be assessed. The document was officially approved by the Academic Senate at its March 2007 meeting. This document directly ad- dresses two specific issues noted in the 2000 NCA evaluation team report by defining the qualifications of graduate faculty: 1) they will have a terminal degree in the discipline, or possess a graduate degree and have demonstrated specialty knowledge in specific content

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of courses they teach, and 2) they will be active scholars and/or researchers as determined by their programs. If a faculty member does not meet these minimal standards, he or she may apply to the Graduate Council for graduate teaching status for a particular course for which the faculty member can demonstrate specific expertise. The policy provides flexibility to graduate programs at the same time as it imposes a standard for course assignments in graduate programs.

This document also defines the expectation that graduate students should earn their course credits in courses numbered 500 and above. In recognition that in some instances a student is better served by including (an)undergraduate course(s) in his/her program, this will be allowed in specific instances, on signature of the graduate program director and the dean or equivalent of the appropriate college. Graduate students are also expected to maintain

a minimum 3.0 GPA. A student whose GPA drops below 3.0 must restore his/her GPA to

3.0 within nine credit hours. If the GPA is not restored within the required time period, the student will be suspended from the program.

To date, the Graduate Council has prepared two surveys. The first is to be administered each year to current graduate students. It provides feedback that the Graduate Council and individual programs can use for program and student service improvement. It will undergo a pilot implementation during the summer of 2007. The second is to be administered every three years to graduate alumni. It is scheduled to be administered during Spring 2008.

##### Research Opportunities

During 2006–07, the Office of Research and the Office of Graduate Studies allocated fund- ing to create a [Graduate Student Grant](http://www.iusb.edu/~graduate/graduategrant.shtml) program to encourage graduate student research and other activities such as presentation at conferences. The grant criteria have been de- signed to accommodate the needs of students in professional and nonprofessional graduate degree programs. Grants are available in the following categories: research, service, and leadership, and travel. Grant amounts will average $400 per student but there is a provision that an extraordinary project can request up to $800.

Library resources are remarkable for a campus the size of IU South Bend. Along with the on-campus resources, IU has developed a highly efficient Interlibrary Loan system that is accessible through the library website and that makes the full offerings of the Indiana Uni- versity libraries available in South Bend, often within a week’s time. Journal articles may also be requested and delivered electronically; electronic copies of these are made available to the patron via the library website for a week. Materials not in the system may be re- quested from out-of-state libraries. The library website also gives students and faculty ac- cess to a range of databases such as EBSCOhost, JSTOR, IngentaConnect, as well as more specialized ones such as Early English Books Online and the American Chemical Society’s collection of journals and magazines. The IU South Bend library is also a depository for federal government documents which are available to all patrons. Given the significant number of archival resources currently available to all Internet subscribers, from elec- tronic copies of rare manuscripts to health and crime statistics from virtually any country in the world, researchers in many departments have access to information and scholarship that even a decade ago might have been available only on elite campuses with well-funded research libraries. In addition, our faculty and students also have reciprocal borrowing privileges at other university libraries in our community (notably University of Notre

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Dame and Saint Mary’s College) which provides still further access to books, journals, and archival resources.

##### Learning Outcomes

In its 2000 report, the North Central Association’s evaluators were concerned about the graduate courses, particularly the significant number of mixed graduate-undergraduate classes in which criteria for graduate students seemed unclear. They noted how essential it was to convey clear differentiation in expectations of the learning experience. Since that report, the campus has made major progress in addressing the key issue of differentiating graduate courses from their undergraduate component. Many dual graduate/undergradu- ate listed courses have been eliminated. Some programs never used any or used only one dual-listed class (Business and Economics and Public Administration, for example). New programs such as the graduate program in Nursing are being designed to be completely separate from undergraduate programs. Other units (Education, Liberal Studies, English) have taken steps to eliminate dual-listed courses and have largely succeeded. In a few cases in these programs, dual-listed courses must still be used but the programs have put in place specific expectations of the additional course requirements that must be met for students to earn graduate credit. Typically, these involve an expectation of graduate-level reading and writing, additional class time with faculty members for graduate-level discussions, and sepa- rate syllabi. Only one program continues to rely on dual-listed courses (Computer Science and Applied Mathematics) and they, too, have created a rigorous policy that ensures that a graduate level experience is being provided to students by requiring advanced research and writing, independent study of a topic and class presentations, or similar forms of advanced work on every assignment. This program is also now exploring offering some courses as graduate only but allowing high achieving undergraduates to also enroll in them.

The graduate policy document provides a set of eight goals for graduate student learn- ing that all programs will incorporate into curriculum and into assessment. Each program will establish measurable learning outcomes that are aligned with the general Goals for Graduate Student Learning. Each program will collect data demonstrating that graduates have achieved the specific program learning outcomes established for that program. Each program will document that the program operates in accord with the policies, procedures and minimal standards for graduate programs. Each program will conduct course evalua- tions and use these to improve the course and/or program. Each program will conduct exit

satisfaction/feedback surveys or make use of exit satisfaction feedback survey data provided by the Graduate Studies Office. Each program will conduct surveys of alumni and/or em- ployers of graduates in the case of professional programs at least every five years or make use of such data as provided by the Graduate Studies Office. Each program will undergo external program evaluation every seven years or as directed by an accrediting body. The program evaluation should address the guidelines listed in the document [“Policy, Procedures](http://www.iusb.edu/~sbas/finalgradpolicies.doc) [and Minimum Standards for Graduate Programs.”](http://www.iusb.edu/~sbas/finalgradpolicies.doc)

All graduate programs go through the Assessment Committee’s system of annual and three year assessment reviews. Those programs that are not accredited by an outside accredit- ing agency undergo external program review. For example, the Master of Liberal Stud-

ies Program (MLS) has undergone two program reviews conducted by outside reviewers, the most recent in 2005 (See [MLS Self-Study](http://www.iusb.edu/~hlc/MLS.pdf)). The self-study reports on how the MLS

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committee and director have addressed perceived problems. To address the NCA report’s concern about undergraduate course work counting for graduate credit, the MLS program recently created ten new courses at the five- and six-hundred level. All of the core courses are taught by tenured and tenure-track faculty. Another problem for the MLS program has been high attrition in a situation where most students are working full-time and enrolled in school part-time. When the director realized that about fifty percent of the students who enrolled did not complete thesis proposals, he developed a new seminar on proposal-writing. Results in the first four semesters showed that seventy-five percent of students enrolling in the seminar finished the semester with a completed proposal.

Several of the master’s programs at IU South Bend are regularly reviewed by outside agen- cies. The School of Public and Environmental Affairs (SPEA) completed a self-study report for the National Association of Schools of Public Affairs and Administration. Graduate programs in business are accredited by the American Association of Collegiate Schools of Business (AACSB). The team’s [1999 report](http://www.iusb.edu/~hlc/AACSB.pdf), including its review of the MBA and Master’s of Accounting program, notes that accounting students have a highly successful rate in passing state CPA exams. Students in the MBA program take the Educational Testing Services exam. The second year this test was offered, in 2004, forty-one graduate programs participated with the mean score at 254.7 out of a possible 300. The School of Business and Economics reported in a [news release](http://www.iusb.edu/~sbocm/jun04/ets.shtml) that year that sixteen IU South Bend students took the test and their average score was 259.2, placing them in the top thirty-five percent of the business schools.

Similarly, graduate programs in the School of Education are reviewed by NCATE, most recently—and successfully—in the fall of 2006. One problem identified in the school’s

self-study is continued dependence on associate faculty to teach graduate courses. This is a particular concern as the School of Education has the largest graduate program on campus, offering over half of the annual total of graduate degrees. The School of Education has attempted to address this problem by actively recruiting tenured and tenure-track faculty.

One problem has been a series of failed searches spread out over the last several years. Wherever possible, when there was a failed search, the School of Education has hired visit- ing professors instead of a series of adjuncts. Budgetary constraints remain tight: there is no campus guarantee that new faculty positions will follow the growth of graduate pro- grams; nor is there provision for increasing library holdings in areas where new graduate programs are developed.

##### Future

Although graduate programs have been offered by IU South Bend for many years, most of them arose from and were integrated, at least initially, with parallel undergraduate pro- grams. With campus maturation and growing graduate enrollment, separation between undergraduate and graduate curriculum is nearly complete. Graduate programs still don’t receive the attention or funding accorded to undergraduate programs, but even that is beginning to change. A graduate recruitment and retention officer position has been cre- ated, the Office of Graduate Programs has been given a budget, and a set of policies and procedures, common for the whole campus, has been developed and implemented. There is room for new graduate programs, especially interdisciplinary ones. With the completion of the General Education Curriculum, faculty will have time and energy to move forward with such planning and development.

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## CERTIFICATE

Students at IU South Bend have the opportunity to pursue certificate acquisition during their undergraduate and graduate programs, enhancing their employability upon graduation and/or allowing them to develop in-depth expertise. Certificates are available in the follow- ing schools/colleges: CLAS, Nursing and Health Professions, and SPEA. The SPEA certifi- cates in Correctional Management and Public Affairs are designed for non-SPEA students interested in working in corrections or for a public agency. As well, there are two interdisci- plinary certificates. The School of Continuing Studies offers certificates in Montessori Early Childhood and Paralegal Studies but not as part of a degree program. Because most of the certificate programs are embedded in curriculum and degree programs (except for those in Continuing Studies), the institution reviews them as a part of normal program reviews. The Montessori program will be evaluated by an external review in summer 2007. The complete review cycle for certificate programs is included in the [Academic Master Plan](http://www.iusb.edu/~sbassess/acamaspl.pdf).

### ExTENSION AND DISTANCE

Individual faculty members have used distance technology in course development to manage their courses through Indiana University’s OnCourse platform. Only a few internet based courses have been developed by IU South Bend faculty members such as Spanish for Medical Professionals. In the past, regional universities at Indiana University were seen as delivery sites for courses developed in Bloomington and Indianapolis. Since 1995, more autonomy has been granted for regional universities to develop distance courses to meet the needs of the area they serve. This was not seen as a priority by previous administrations of the South Bend campus and minimal resources had been directed toward the development of distance based courses or a system to support them.

Distance learning at IU South Bend has been an underutilized learning resource compared to other IU campuses. IPFW is seen as a model in its use of online and hybrid courses while maintaining a strong face-to-face class presence. Several barriers to distance and online courses have been mixed faculty attitudes regarding the effectiveness of distance learn-

ing and their interest in it, previous faculty frustration with technical problems, the lack of financial and tenure related incentives for faculty to develop distance/online courses,

little or no organized campus support for developing such courses, functionality issues with OnCourse, particularly the new OnCourse CL and capacity for appropriate bandwidth to support web-based classes.

In July of 2005, Chancellor Reck and Vice Chancellor Guillaume charged the director of the newly formed Division of Extended Learning Services to develop a program of dis- tance education for the campus. The Extended Learning Services Advisory Board identified distance learning options as important to increased enrollment and retention at IU South Bend, given the increasing “millennial student” population who wants and expects online options. Students in the outer reaches of IU South Bend’s attendance area would welcome further distance or online course options. With appropriate technology and pedagogical support, using more distance learning options may ease the burden on faculty. The Board’s specific recommendations include:

* University commitment to provide resources for the development of distance educa- tion as per the Strategic Plan

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* + Identification and implementation of faculty incentives to develop courses for dis- tance delivery
  + Ongoing support and training for faculty, provided by UCET, in both the areas of technology and pedagogy involved in distance learning
  + Ongoing production support for faculty, provided by IMS and the Library, as they develop and upgrade their distance courses
  + A dedicated budget for distance learning that would regenerate itself and ensure growth by reinvesting the revenue earned from student tuition in distance courses back into the distance learning budget. Headcount for the courses would go to the department offering the course.
  + Identification and investment in needed technological infrastructure for the campus to support distance delivery of courses.

The Chancellor committed $30,000 of seed money for 2006–07 and an additional $75,000 of base budget money for 2007–08 to develop distance learning options. There is a new in- terdepartmental distance learning advisory board at IU South Bend, chaired by the Director of Extended Learning Services. The mission of the distance learning advisory board is “to advance the development and implementation of distance education at IU South Bend and

to develop a vision and strategic plan of how distance learning will support and enhance the mission of the university and meet the needs of IU South Bend students.” (Recommenda- tions from Distance Learning Advisory Board, 2–15–06).

The approach taken was to use existing campus resources to develop an infrastructure to support faculty to develop the General Education courses needed by all IU South Bend students to complete their degree. The goal for these high demand courses is to increase accessibility giving students the option of taking courses in the classroom or on-line. Thus far the campus has successfully developed an online version of COAS-Q110, [Introduction to](http://www.iusb.edu/~libg/instruction/informationliteracy.shtml) [Information Literacy](http://www.iusb.edu/~libg/instruction/informationliteracy.shtml), which is required of all students.

As well as being responsible for non-credit course offerings to the community and to busi- nesses and organizations, Extended Learning is responsible for off-campus credit offerings. Currently, there are two off campus offices: Elkhart and Plymouth. The Plymouth office is being closed, although courses will still be offered in Plymouth using other facilities in the community. The new Elkhart building opened Fall 2007. The courses in Elkhart are taught by faculty members who travel between campuses or by faculty and associate faculty who live in the community. Further discussion of Extended Learning Services can be found in [Chapter 5](#_bookmark8).

## VISITOR

An important part of our campus mission is the vibrant intellectual climate offered by the IU South Bend campus to our community. As even a cursory glance at the [Events Calendar](http://events.iu.edu/iusb.shtml) will demonstrate, students are acting in plays, exhibiting paintings, sculpture, and design projects, giving readings of their own poems, and performing music throughout the aca- demic year. Some of these events, such as senior recitals in the piano studio, are highly polished performances; others, such as the annual production of The Vagina Monologues sponsored by the Women’s Studies Program, are amateur activities that encourage students

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to develop new talents. Exhibitions at the Art Gallery, concerts by the Toradze Piano Studio or the string quartet, faculty and student recitals, readings by authors, theatre productions and visits by artists and performers are sponsored by the Raclin School of the Arts. Depart- ments in the College of Liberal Arts and Sciences sponsor research talks by faculty and visiting scholars. The Campus Theme, One Book, One Campus and the American Democ- racy Project have collaborated to provide table talks for faculty, students and community members, lecture series by visiting scholars, and book discussions. Each Year, the “Conver- sations on Race” speaker series brings noted speakers to campus. The School of Business hosts breakfasts and seminar series for the business community and faculty and students.

Their Entrepreneurship Lecture Series is comprised of eleven sessions each led by a busi- ness leader from the community/region. The Library hosts annual lectures. Most of these events are free and open to the public.

Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

# Academic Integrity

## INTEGRITY IN THE CLASSROOM

Students at IU South Bend acquire knowledge in several ways, including but not limited to classroom work, accessing and using library materials, and individual scholarship (e.g., research, creative activities, and publications). Throughout the course of their studies, IU

South Bend guides students in the development of skills and attitudes that result in respon- sible use of that knowledge.

Issues related to academic honesty are of concern at all levels of IU South Bend. Develop- ment of correct attitudes towards academic honesty begins even before students enter the classroom. At New Student Orientation sessions, the Director of [Campus Diversity and](http://www.iusb.edu/~sbinfo/judicialfaq.shtml)  [Student Judicial Affairs (DCDSJA)](http://www.iusb.edu/~sbinfo/judicialfaq.shtml) conducts a session on academic honesty for all incoming students and provides them with a copy of the [IU Code of Student Rights, Responsibilities,](http://www.dsa.indiana.edu/Code/Code%20of%20Student%20Rights%2C%20Responsibilities%2C%20and%20Conduct%202005.pdf)  [and Conduct](http://www.dsa.indiana.edu/Code/Code%20of%20Student%20Rights%2C%20Responsibilities%2C%20and%20Conduct%202005.pdf). Those sessions also provide the students with a detailed presentation cover- ing issues relating to proper behavior and conduct in an academic setting.

The [IU Faculty Handbook](http://www.indiana.edu/~deanfac/acadhbk/acad_handbk_2006.pdf), [IU South Bend Faculty Handbook](http://www.iusb.edu/~acadaff/handbooks/Fachndbk98.html) and the IU Code of Student Rights, Responsibilities, and Conduct all contain provisions related to academic misconduct. For faculty, the faculty handbooks lay out the Code of Academic Ethics expected of all teachers at Indiana University. In a separate section on teaching, the IU Faculty Handbook establishes that teachers must respect students, model appropriate academic conduct, fairly evaluate their academic performance, and protect their academic freedom. The handbook lists seven responsibilities that all teachers have:

“1) A teacher will maintain a clear connection between the advance description and the conduct and content of each course presented to ensure efficient subject selection by students;

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1. A teacher will clearly state the course goals and will inform students of testing and grading systems; moreover, these systems should be intellectually justifiable and consistent with the rules and regulations of the academic division;
2. A teacher will plan and regulate class time with an awareness of its value for every student and will meet classes regularly;
3. A teacher will remain available to students and will announce and keep liberal office hours at hours convenient to students;
4. A teacher will strive to develop among students respect for others and their opin- ions by demonstrating his or her own respect for each student as an individual, regardless of race, sex, national origin, religion, age, or physical handicap;
5. A teacher will strive to generate a proper respect for an understanding of academic freedom by students. At the same time, a teacher will emphasize high standards and strive to protect students from irrelevant and trivial interruptions or diversions; and
6. Since letters of evaluation written by a teacher may be uniquely important docu- ments in both the academic and post-university life of a student, each teacher will strive to make such letters both candid and fair”

(IU Faculty Handbook, 2006, p. 49).

Student complaints about academic misconduct are dealt with by the academic unit re- sponsible, usually at the level of chairs and/or deans, except when the complaint involves charges of discrimination. If adequate resolution is not achieved at this lower level, the Vice Chancellor of Academic Affairs may establish a Commission to deal with the alleged violation. In cases of complaints involving discrimination, students are directed to turn to the Affirmative Action Officer, Vice Chancellor of Academic Affairs, or the Associate Vice Chancellor of Student Services for resolution. The Office of Student Judicial Affairs has published the [Process for Complaints Against Members of the University Faculty and Ad-](http://www.iusb.edu/~judicial/admincomplaint.shtml) [ministration](http://www.iusb.edu/~judicial/admincomplaint.shtml) so that it is accessible to all students. Students may begin the process using an on-line [Complaint Form](http://www.iusb.edu/~judicial/complaintform.shtml) that collects basic information.

For students, academic misconduct is defined as “any activity that tends to undermine the academic integrity of the institution,” (Code of Student Rights, p. 7–9). Specific actions listed as violating the policy include cheating, fabrication of information or data, plagiarism, interference with another student’s work, violating course rules, or facilitating academic dishonesty. IU South Bend uses a variety of different strategies to inform students about the consequences of academic misconduct in order to prevent it from occurring.

The Schurz Library actively promotes education of student and faculty about the ethical and legal use of information. As part of the general education curriculum, all students are required to take the Introduction to Information Literacy class (Q110). Plagiarism and the ethical use of information are discussed throughout the course, particularly in the session

that covers style manuals. Students learn not only how to cite sources, but why this is impor- tant. The Reference Department has copies available of the IU South Bend Writing Center’s [Statement on Plagiarism](http://www.iusb.edu/~libg/instruction/handouts/2005Plagiarism.pdf) and provides a link to it on their Handouts Online webpage. The Reference librarians view it as their responsibility to warn students if they observe students plagiarizing in the reference room. The Director of Library Services has a basic understand-

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ing of the copyright law as it applies to higher education and serves as a resource for faculty, staff, and students who have questions regarding copyright. Whatever questions she cannot answer are referred to University Counsel. She also discusses copyright issues with each new full time faculty member, to help those faculty members teach their students about copyright issues and plagiarism. The Library’s website includes a [page about Copyright](http://www.iusb.edu/~libg/about/copyright.shtml), which links to a number of sites that help users interpret the copyright law. As required by law, the Library has posted copyright notices by each public photocopier in the building.

The [Office of Student Judicial Affairs](http://www.iusb.edu/~judicial/) is charged with educating students about academic in- tegrity. This office provides programs and services that develop, disseminate, interpret, and enforce campus regulations; teaches students about appropriate behavior and community membership; provides programs and activities that foster student’s intellectual, ethical and cultural development; intervenes effectively when behavior violates the Code of Conduct, and offers in-service for faculty and staff regarding the Code and the operation of the Office of Student Judicial Affairs. The Office of Student Judicial Affairs offers an [on-line plagia-](http://www.indiana.edu/~istd/) [rism tutorial](http://www.indiana.edu/~istd/) for students, numerous workshops and consultations about academic integrity for students and faculty, and disciplinary proceedings arising from complaints about viola- tions of the Code.

Despite these efforts, the Office of Student Judicial Affairs is seeing a steadier referral of students for academic misconduct than in the past. The Annual Report of the Office of Stu- dent Judicial Affairs for 2004–05 and 2005–06 states that they dealt with twenty-two and twenty-seven complaints respectively. In 2004–05, eleven of the academic misconduct cases dealt with plagiarism, and in 2005–06, twenty dealt with plagiarism. This indicates that more work needs to be done to help students understand the importance of academic hon- esty. A student handbook specific to IU South Bend has been developed and was approved by the Academic Senate on 20 April 2007.

IU South Bend subscribes to [Turnitin](http://www.turnitin.com/static/index.html), a web-based program designed to prevent and detect plagiarism. Students or faculty members submit electronic versions of essays to Turnitin and receive an “originality report”. The report provides feedback about possible plagiarism throughout the essay. Students are thus able to see where they are making errors and to correct them before turning a paper in to be graded. Each year, UCET provides workshops on Turnitin for new faculty members. From 2005–2007, thirty faculty members have uti- lized Turnitin for forty-five courses.

## RESEARCH INTEGRITY

IU South Bend has developed policies and processes to ensure that the research carried out by our faculty and students meets the highest standards in terms of its integrity.

##### Academic Misconduct

The [IU Faculty Handbook](http://www.indiana.edu/~deanfac/acadhbk/acad_handbk_2006.pdf) and [IU South Bend Faculty Handbook](http://www.iusb.edu/~acadaff/handbooks/Fachndbk98.html) both contain provisions related to academic misconduct in research. For faculty, the handbooks lay out the Code of Academic Ethics expected of all researchers at Indiana University. Research misconduct is defined as falsification, fabrication or misrepresentation of information or data, misap- propriation of another’s work, noncompliance with research regulations, failure to report observed research misconduct, obstruction of investigations of research misconduct, or retaliation against someone who reports misconduct (IU Faculty Handbook, p. 133–134).

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The Academic Senate each year elects a Faculty Misconduct Committee which hears cases of Faculty Academic Misconduct. There have been no academic integrity cases at IU South Bend during the past eight years.

On 24 April 2007, the University Faculty Council of Indiana University adopted a new [Pol-](http://www.iub.edu/~ufc/docs/policies/ResearchMisconduct.pdf) [icy and Procedures on Research Misconduct](http://www.iub.edu/~ufc/docs/policies/ResearchMisconduct.pdf). It is expected that research conducted at any campus of Indiana University must rest on a foundation of intellectual honesty. Respon- sibility for implementing this policy rests with the Vice President for Research at Indiana University. IU South Bend has chosen to be bound by the policies in force at the Blooming- ton campus. The campus has appointed a campus Research Integrity Officer who is selected by the Vice Chancellor of Academic Affairs and who serves a three year term.

##### Conflicts of Interest in Research

Faculty members are bound by two separate conflict of interest policies at IU South Bend. The first, [Policy on Financial Conflicts of Interest in Research](http://www.iusb.edu/~sbres/research/coi.htm), deals with situations in which University employees’ external activities, income, or other interests affect or might reasonably appear to affect how those individuals pursue their research. Such conflicts must be disclosed and appropriately resolved or managed in consultation with the faculty mem- ber’s department head, the Associate Vice Chancellor of Graduate Programs and Sponsored Research on our campus, and the Associate Vice Chancellor for Research Compliance at Bloomington. The second policy, [Conflicts of Commitment Involving Outside Professional](http://www.indiana.edu/~ufc/docs/policies/Commitment.htm)  [Activities](http://www.indiana.edu/~ufc/docs/policies/Commitment.htm), deals with potential tensions which can arise when an academic appointee under- takes outside professional activities (such as research) that conflict with his/her responsibili- ties to the university or undertakes activities that would normally be done for the university on behalf of an outside organization instead. The appointee must disclose such conflicts to their Dean or unit head, and that individual is charged with reviewing the conflict.

##### Management of Sponsored Program Accounts and Federal Compliance

The IU South Bend Office of Research and the IU Budget Office review all contracts and provide fiscal management for all grant funding. All grant expenditures must be pre-ap- proved by the IU South Bend Office of Research. The Contracts and Grants Coordinator is the fiscal officer on all research accounts (internal and external). For external grants, a Con- tracts and Grants analyst at IU Bloomington provides a second level of review and ensures that the grant meets federal compliance standards. Once a grant account has been estab- lished for a faculty member, that individual becomes responsible for initiating and monitor- ing expenditures within their grant account in accordance with standard Indiana University [policies and procedures for accounting administration](http://www.indiana.edu/~vpcfo/policies/accounting/home.html).

##### Research Assurances

The IU South Bend Institutional Review Board (IRB) reviews and approves all research involving human subjects conducted by IU South Bend investigators. The IU South Bend Institutional Review Board is directly responsible to the Indiana University Vice President for Research in Bloomington. The board operates in accordance with the policies and pro- cedures of the Indiana University Policy Committee on the Protection of Human Subjects in Research. The Chairperson and the SB-IRB Administrator are members of the Indiana University Policy Committee.

The [IRB website](http://www.iusb.edu/~sbirb/) provides the regulations and support for faculty in understanding the

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requirements and in writing necessary research protocols. Every investigator submitting a proposal to the IRB to work with human subjects must complete a [Human Subjects Tutorial](http://www.indiana.edu/~rcr/index.php#Tutorials) and pass the [Protection of Human Research Participants Certification Test](https://www.indiana.edu/~rcr/). The focus of all reviews is on compliance and facilitating the research.

Despite the fact that IU Bloomington has determined that student research does not require review by their IRB, the IU South Bend IRB regularly reviews all student research that involves human subjects. Growth in research activities by students since 2000 has required the development of additional support services for those students who wish to conduct re- search using human subjects. The IU South Bend Institutional Review Board (IRB) reviews relevant protocols from students and has recently developed a [checklist designed to help](http://www.iusb.edu/~sbirb/Student%20Research%20Checklist.pdf)  [students determine if their study needs IRB approval](http://www.iusb.edu/~sbirb/Student%20Research%20Checklist.pdf). In addition, the IRB administrator regularly gives workshops to students who are learning about research involving human subjects as part of their classes. She introduces students to the topic of research ethics and protection of human subjects, leads the class through a workshop and allows the students to take the IRB certification test. If the students will be conducting research involving human subjects, the IRB administrator will attend another class to help guide the students through the forms that need to be filed. She gives examples of successful protocols and discusses common problems that need to be avoided.

##### Intellectual Property

Intellectual Property activities are managed through the [Intellectual Property Policy](http://www.research.indiana.edu/respol/intprop.html) first adopted in the all University Faculty Council in April 1997 and ratified by the Indiana University Board of Trustees in May that same year. It is administered by the Office of Research at Indiana University Bloomington, under the direction of the Vice Provost for Research.

## SOCIAL RESPONSIBILITY

As the eighth largest employer in the Michiana area, IU South Bend models the value of social responsibility by participating in the annual United Way fundraising campaigns that support local community agencies and organizations. Over the last six years, the campus has been increasingly successful in meeting and exceeding its campaign goals for United Way.

In 2005, campus employees pledged more than $28,000 (104% of goal), which increased in 2006 to $29,115 (or 108% of goal).

As students at a largely nonresidential campus, our students are community members who bring their ties to their community with them to our campus. Many student clubs on our campus have as an explicit goal to perform service for the larger Michiana community in which they are embedded. The Civil Rights Heritage Club supports a Diversity Reading Program, which they started in the fall of 2002. The program has the goal of reaching out to the children in the community by educating and encouraging them to read books about the various cultures in our society today. To date they have read to 800 children within

the community and they have built a diversity library of over 100 books. The V-Club at IU South Bend presents a student-run performance each year of Eve Ensler’s The Vagina

Monologues, the profits of which are donated to two local organizations, the YWCA (which runs a domestic violence shelter) and S-O-S of Madison Center (a rape crisis center).

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Donations have usually amounted to about $4,000 a year, although in 2007, they raised

$8,000 by adding a more elaborate silent auction to the performances. The International Student Organization sponsors an International Food Festival most years that is open to the community and which provides global education and entertainment in addition to tastes of different cuisines. ACTION@IUSB is a service-oriented club that enables Honors Program students to take leadership roles and volunteer their time to help others in various ways. Of special note is their on-campus K-12 tutoring program, “Titans of Tomorrow.” Different campus student groups participate in neighborhood cleanups, food drives, literacy programs, holiday gift drives for needy families, home building through Habitat for Humanity, and many other forms of community service.

This commitment to social responsibility is echoed in our general education curriculum. One of the key goals of our revised general education curriculum is to enable our students to act ethically by teaching them to “appreciate the importance of ethical behavior and un- derstand the ethical issues associated with a variety of academic disciplines” (IU South Bend Task Force on General Education Report and Recommendations, March 2003, p. 4). Within each of the four required courses in the Common Core of the general education curriculum, instructors must include treatment of one or more ethical issues that might arise in connec- tion with the topic. They must also instruct students in what would constitute ethical and unethical responses to the issue. Students in the Nursing program take six credits of cours- es on ethics—Introduction to Ethics and Biomedical Ethics. Professional dispositions, as defined by the School of Education, are based on the Indiana Professional Standards Board’s principles, and the code of ethics from the National Education Association. Education candi- dates must demonstrate their mastery of these dispositions. Through their performance in the university classroom and in the field, they demonstrate their ability to be collaborative, caring professionals dedicated to meeting the needs of diverse learners.

There is also on campus training through the Affirmative Action Office and the Human Resources Office to apprise faculty and staff on issues related to diversity and equity. All supervisors (faculty and staff) are required to complete the series, Legal Compliance Train- ing for Supervisors, which consists of four workshops offered in collaboration with Uni- versity Human Resource Services. The workshops cover the Americans with Disabilities Act (ADA), Equal Employment Opportunity legislation, the Fair Labor Standards Act, the Family Medical Leave Act, and training in preventing sexual harassment. The Office of Campus Diversity also provides diversity workshops to students, serves as a resource on diversity issues for faculty and staff and as a resource for problem-solving for diversity is- sues and curriculum development for faculty. The director is available for guest lectures and classroom workshops on diversity issues.

## COMPLIANCE AND SAFETY

All research conducted by faculty, students, and staff must comply with federal regula- tions on the use of human subjects, animals, radiation, and chemicals. IU South Bend has a regulatory committee (in the case of human subjects and animals) or responsible person (in the case of radiation and chemicals). Human subjects review was covered in the section on [Research Assurances](#_bookmark29).

IU South Bend is committed to the fair and ethical treatment of animals in both teaching

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and research. To that end the campus has complied with all applicable provisions of the Animal Welfare Act and other federal statutes and regulations relating to animals. The complete text of IU South Bend’s “Assurance of Compliance with Public Health Service (PHS) Policy on Humane Care and Use of Laboratory Animals,” which was filed with the Office of Laboratory Animal Welfare (OLAW), is available in the resource room.

IU South Bend’s animal program, facilities, and procedures are coordinated and supervised by the Institutional Animal Care and Use Committee (IACUC), in consultation with Uni- versity Office for the Vice Provost for Research. The IACUC consists of four members from IU South Bend, a community representative, and a consulting veterinarian. The semian- nual reports of the IACUC evaluations of humane care and use of animals are maintained by IU South Bend and were made available to OLAW. At least once every 12 months, the IACUC reported in writing to OLAW any changes in the description of IU South Bend’s program for animal care and use as described in the assurance of compliance statement or any changes in IACUC membership.

In early 2005 OLAW notified IU South Bend that it no longer needed to maintain a current Assurance as the campus was no longer receiving Pubic Health Service (PHS) funding for activities involving live vertebrate animals. OLAW indicated it did not have authority over non-PHS funded activities nor did it have the resources to process and monitor unnecessary Assurances. After consulting with the University Office for the Vice Provost for Research, the campus let its Assurance expire in September of 2005. OLAW indicated that should

the university again receive PHS funding for animal research, there would be no difficulties applying for a new Assurance. Although IU South Bend is not required to do so, an IACUC committee is maintained to carry on business as if an Assurance is still current.

IU South Bend maintains a license from the U.S. Nuclear Regulatory Commission (NRC) for the use of radioactive materials in research and in the teaching and training of students (Li- cense number 13–26387–01). The current license was renewed in 2002 and expires in 2012. One Chemistry and five Biology faculty members are currently licensed to use radioactive materials. The campus radiation safety officer (RSO), a Biology faculty member, is respon- sible for monitoring the use of these materials on campus, for training students in their

use, and for notifying NRC about possible changes to the program or problem situations that might arise. Radioactive materials are used and stored only in laboratories that have been approved by NRC. These rooms, or the refrigerators in which the materials are stored, are secured at all times. The RSO conducts an inventory of radioactive materials every six months. Training of students is conducted when requested by one of the authorized users. Once students have successfully completed training, they are allowed to use radioactive ma- terials, but only under the direct supervision of an authorized user. In the past three years, IU South Bend has consulted closely with the Indiana University RSO, who has visited the campus one to two times a year and held meetings with authorized users to discuss develop- ments in IU and NRC policies and oversight.

The [Laboratory Chemical Safety Plan](http://www.iusb.edu/~sbehs/LCSP%20IUSB.pdf) (last revised in September 2004) is developed and revised by the [IU Bloomington Office of Environmental Health and Safety](http://www.ehs.indiana.edu/) to ensure safe handling of chemicals in campus laboratories. The Bloomington office also provides train- ing, guidance, and information to our campus. IU South Bend has a chemical hygiene officer who works in our [Office of Environmental Health and Safety](http://www.iusb.edu/~sbehs/index.shtml). This office is responsible for

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promoting and supporting a safe and healthy workplace and natural environment for IU South Bend. They maintain policies and procedures regarding waste disposal, occupational safety, fire protection, food safety, and laboratory safety. For occupational safety, the office developed a Hazard Communication Program to ensure safe use, handling, and disposal

of hazardous chemicals in the workplace, an Exposure Control Plan to reduce the risk of exposure to bloodborne pathogens, and the Respiratory Protection Program that controls respirator use by university employees. In addition to monitoring these policies, the office also offers training in asbestos awareness, back safety, fire extinguisher use, hazard com- munication, bloodborne pathogens, and respiratory protection. The chemical hygiene officer inspects eye wash stations, safety showers, fume hoods, fire extinguishers, sprinkler valves, exit signs, emergency lighting, fire doors, and so on. This individual also provides training for custodial, grounds, maintenance, Safety and Security, Child Development Center, faculty and staff that work in the labs, and employees who are emergency contacts for their depart- ments. Some of this training is provided by scheduling Bloomington EH&S to teach.

The campus [Emergency Action Plan](http://www.iusb.edu/~sbsafety/emergency%20action%20plan%2006.shtml), required by OSHA 1910.38, is updated on a yearly basis, with the last update in November 2006. The plan spells out campus procedures in the event of a major disaster, such as fire, tornado, earthquake, a bomb threat or a hazard- ous chemical spill. The [Campus Emergency Preparedness and Critical Information](http://www.iusb.edu/~sbepe/) website

would contain regularly updated news, instructions and information in the event of a major campus emergency.

# Summary/Conclusion: Challenges and Recommendations for the Future

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Since the last HLC visit, IU South Bend has shown its maturity as a campus by taking steps to institutionalize a number of programs through hiring administrators, staff, faculty, and by ensuring that mandates are funded either partially or wholly by the base budget. IU South Bend has also made positive progress in creating a campus environment that priori- tizes acquisition, discovery, and application of knowledge for students, faculty and staff.

During these times of budget concerns, it is important that the institution guard against losing these positive gains through careful planning and budgeting.

For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* The board has approved and disseminated statements supporting freedom of in- quiry for the organization’s students, faculty, and staff, and honors those statements in its practices.
* The organization’s planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff.
* The organization supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

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* The organization publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.
* The faculty and students, in keeping with the organization’s mission, produce schol- arship and create knowledge through basic and applied research.
* The organization and its units use scholarship and research to stimulate organiza- tional and educational improvements.

Despite meeting or exceeding expectations, the institution is aware that there is always room for improvement and that there are issues still to be dealt with, such as:

The campus embraces student research through action and through acknowledging its im- portance by including reference to it in the campus mission. However, funding is inadequate. The campus needs to explore additional ways to provide for professional development for faculty and to provide start-up funding for faculty who want to involve students in their re- search. Student research is not yet provided a level of recognition worthy of the campus ef- forts. An administrative infrastructure could ensure that the undergraduate research journal is published each year and that there was a campus celebration of student (undergraduate and graduate) research open to the public with press and dignitaries invited.

Public recognition of faculty achievements is obvious and institutionalized. The same is not true for student achievements, except at graduation. Schools and departments do provide recognition for deserving students, but this recognition does not rise to the level of the campus or to the public often enough. Some system of moving information about students from the school/department to the campus level needs to be implemented. For example, the Chancellor and/or the Vice Chancellor of Academic Affairs could hold a recognition recep- tion for deserving students inviting the press and community dignitaries.

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Since the last visit, the campus has created and implemented an integrated and comprehen- sive general education program. As well, it has developed a co-curricular program that is an integral part of the general education program and that extends student experiences by exposing them to ideas and to prominent speakers/visitors. Other programs or areas have been modified and expanded: Honors, International, student research and scholarship, ser- vice learning/internships, program review, graduate studies, assessment of learning goals.

For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* The organization integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.
* The organization regularly reviews the relationship between its mission and values and the effectiveness of its general education.

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* + The organization demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.
  + Learning outcomes demonstrate that graduates have achieved breadth of knowl- edge and skills and the capacity to exercise intellectual inquiry.
  + Learning outcomes demonstrate effective preparation for continued learning.

The institution is aware that even when the campus exceeds expectations in an area, that there is room for improvement. Some issues to be dealt with are:

IU South Bend needs to complete general education curriculum implementation with atten- dant course offerings sufficient to service all the undergraduate students during their fresh- man and sophomore years. As well, deans and chairs will need to consider course offerings, teaching loads, number of faculty, and class sizes to achieve a reliable number of courses to allow an appropriate time to degree for all undergraduate students.

IU South Bend provides rich co-curricular programming for students and faculty. Given the student demographic, many of the events are sparsely attended, although residential hous- ing will undoubtedly increase attendance at these extra-curricular offerings in the future.

The campus needs to explore various means of encouraging students to attend these events and take advantage of the extended learning being offered. Faculty could invite students to participate or connect the events to their courses. At the very least, students could be con- stantly reminded of the value of extra-curricular involvement as part of their learning.

IU South Bend should consider developing more interdisciplinary programs and certificates that would be of interest to employers. The international curriculum should be enhanced, especially creating a major in international studies, and increasing foreign language offer- ings, especially for non-European languages (e.g. Chinese, Japanese, Arabic).

Service learning, learning abroad, and internships are currently nearly all dependent upon individual faculty initiatives and effort. For further growth and for the development of cam- pus-wide curricular efforts, these are programs which would benefit from institutionalized support and campus-wide expectations.

For these examples of evidence, there is still work to be done:

* + The organization assesses how effectively its graduate programs establish a knowl- edge base on which students develop depth of expertise.

The learning outcomes developed for graduate programs emphasize depth of knowledge and effective preparation for continued learning. They were developed during the years 2004-06 and ratified by faculty during 2006–07. During 2007–08, they will be integrated into all graduate programs which will be expected to develop assessment plans. The Office of Graduate Programs needs to implement an annual survey of graduate student satisfac- tion and of their perceptions of their learning. As well, an employer survey and an alumni survey will be developed.

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Although graduate programs on the campus have matured, a few graduate programs still make some use of the undergraduate curriculum to fulfill electives or to complete parts of the core curriculum, or utilize dual credit courses. The new policies and procedures for

graduate programs require that including undergraduate credits be a thoughtful process (e.g. requires signature of dean). The intention is to remind programs that including undergrad- uate credits in a graduate program is to be considered extraordinary and requiring a justifi- cation. At the same time, the Office of Graduate Programs will need to be vigilant about the practice and continually remind programs that graduate study requires depth of knowledge.

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* Regular academic program reviews include attention to currency and relevance of courses and programs.
* In keeping with its mission, learning goals and outcomes include skills and profes- sional competence essential to a diverse workforce.
* Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.
* The organization supports creation and use of scholarship by students in keeping with its mission.
* Faculty expect students to master the knowledge and skills necessary for indepen- dent learning in programs of applied practice.
* The organization provides curricular and co-curricular opportunities that promote social responsibility.

The institution is aware that even when the campus exceeds expectations in an area, that there is room for improvement. Some issues to be dealt with are:

As well as putting more efforts on international curriculum, the campus will need to begin to determine its roles and responsibilities in the region, and to develop curriculum and other programming that recognizes its sense of place. One such effort is the development of the Center for the Study of the Northern Civil Rights Movement which is very much a piece of northern Midwestern history. Another effort is the Regional Research Grant which funds research of direct benefit to the region. Two such projects are now underway: an economic study of the region and a socio-economic study of the South Bend Farmer’s Market.

Student scholarship and research are strong. However, there is a tendency to treat student accomplishments as individual only rather than an accomplishment of both the student and the institution. An annual research week would allow the campus to celebrate the research of students as well as faculty and showcase the excellent work being done. Right now, re- sponsibility for student research is distributed. The SMART committee distributes research and travel funds. Individual faculty members involve students in their research or encourage individual students to develop their own projects. Often, programs assign responsibility for

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student research to particular courses, most specifically to the research methods or the statis- tics class. No one sees it as their responsibility to raise funds for student research or to find summer research jobs for students. No one sees it as their responsibility to attend Council

for Undergraduate Research (CUR) meetings and report to faculty what they have learned.

The Office of Research has begun an institutionalizing process. It has organized groups

of faculty to attend various CUR workshops and meetings, will organize a faculty learning community which will discuss the book “Developing and Sustaining a Research-Supportive Curriculum,” and various pamphlets from CUR such as “How to Get Started in Research” and “How to Mentor Undergraduate Researchers” for the Fall 2007. From this will come a planning committee that will create a campus strategic plan for undergraduate scholarship.

Program Assessment is maturing. It is time to develop mechanisms that allow this informa- tion to be brought to the larger institutional level to facilitate wider campus changes.

For these examples of evidence, there is still work to be done:

* Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

All of the professional and graduate programs and some of the discipline-specific programs have created advisory committees/councils comprised of professionals, alumni, commu- nity members, and others. These groups provide advice and feedback about curriculum and co-curricular programming. Many of the discipline-specific majors and minors have not formed advisory groups, but maintain contacts with employers, alumni, professional orga- nizations, and, of course, colleagues at other institutions as a means of getting feedback about program currency and utility. Because the advisory groups can be very beneficial to programs, the campus should institutionalize the practice and provide some guidance for the formation and areas of responsibility for advisory groups.

Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* The organization’s academic and student support programs contribute to the devel- opment of student skills and attitudes fundamental to responsible use of knowledge.
* The organization follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.
* The organization encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility.
* The organization provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.
* The organization creates, disseminates, and enforces clear policies on practices involving intellectual property rights.

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## TOWARD THE FUTURE

Since 2000, IU South Bend has become more involved with the economic region in which it resides. Although the campus has offered programs in the past (in Education and Busi- ness for example) and is developing programs, such as the Masters of Science in Nursing, the Bachelor of Science in Medical Imaging Technology, and the Bachelor of Science in Biochemistry which will contribute directly to economic development, more work could be

done through certificate programs, distance learning, and continuing education. The campus has extended its reach to students at the local community colleges. The campus has also begun to make important connections with the K-12 community to develop collaborative models in order to improve the overall educational quality and resources of our community.

Diversity and global issues on campus also show very substantial signs of progress, with general education requirements and dozens of co-curricular events from programs such as the One Book project, and the American Democracy Project, well aimed at these very issues. The faculty members teaching in the new general education program and in many other courses use campus projects like these as content for their courses, updating sections of courses to build on co-curricular opportunities, assigning students to attend events and re- turn to class with their insights. In fall 2008, when residential housing is a reality, IU South will be challenged to find even more ways to connect resident life with academic program- ming. The process of making these links will breathe new life into the campus as faculty and staff members explore ways to integrate on-campus housing with academic programming and research experiences for students.

The campus research climate is beginning to show improvement. Over the next few years, the campus will need to devise a comprehensive set of incentives for faculty to apply for external funds. The campus will also want to find ways for faculty to embrace research and scholarship beyond the granting of tenure and/or promotion. Student scholarship and research is strong. The campus is poised to take the next steps to institutionalize an under- graduate research experience for every IU South Bend student regardless of their major. Planning for such an initiative has begun and should bear fruit over the coming years.

The economic needs of our region, diversity and global issues, the new residential housing, faculty and student research—through challenges like these the campus finds itself under- going a process of self-definition. IU South Bend increasingly shapes and comes to under- stand itself by working out its relationships with community, with discipline, scholarship, and research, with the particulars of our historical moment. The more this process brings us together and helps us see the stake of faculty, students and staff in the university and the stake of the university in those individuals, the more we can hope for and expect a distinc- tive new IU South Bend to evolve in the years ahead.

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CHAPTER 7

MEETING CRITERION FIVE: ENGAGEMENT AND SERVICE

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### ExECUTIVE SUMMARY: A CONNECTED CAMPUS CULTURE

Engagement and service have been embedded in the IU South Bend mission, policies, and practices since 1916, when the campus first served as an extension of Indiana University in downtown South Bend, offering courses designed primarily to meet the needs of area

teachers. Today, as this chapter demonstrates, the responsiveness of IU South Bend’s degree and co-curricular programs to the community’s 21st century challenges reflects the value the campus places on engagement and service. Building upon the campus-community initia- tives favorably noted in the 2000 Higher Learning Commission Consultant-Evaluator team report, IU South Bend has been forging significant connections within and across campus boundaries, advancing the priorities for learning, economic development, civic participation, and diversity that are articulated in the campus mission documents.

Criterion Five challenges the university to identify and define the institution’s commitments to engagement by demonstrating institutional practices that embody its statements of mis- sion and purpose in ways that include but extend beyond traditional concepts of community service. It also asks the institution to evaluate how effectively it is fulfilling its obligations

to the multiple communities which provide its support as well as its students. This is a new challenge to institutions already beset by fiscal limitations, and which in the past have often considered service a diminished, third collegiate priority. As a public comprehensive regional university, IU South Bend has instead embraced the vision of an engaged campus. This vi- sion has shaped both our practice and our response to Criterion Five.

At IU South Bend, that vision emerges at many levels beyond the partnerships and linkages described in the 1999 self-study. It is evident in expanding opportunities to advise, consult with, listen to and learn from diverse constituencies. New administrative structures have also emerged, maximizing the campus capacity for engagement. Extended Learning Ser- vices continues to support extensive continuing education and off-campus programs while developing a new distance learning initiative. Similarly, a new Office of Special Events has made the campus more user-friendly by coordinating facilities, catering, scheduling, and events planning for community as well as campus constituents.

Interestingly, the vision is also evident in the classroom, through instructional strategies: pedagogies of engagement such as service and experiential learning which promote active learning. It is evident in the co-curricular activities which provide the community better ac- cess to the expertise and rich intellectual and cultural resources of the campus. It is evident in the recent expansion of student life at IU South Bend, responsive to the “new” student body, increasingly diverse and dominated by full-time matriculants traditional in age but non-traditional in their obligations to family and work. Student life at IU South Bend has been enhanced by new facilities, particularly the Student Activities Building (SAC) which opened in 2001 as a campus, community and student center. The SAC now provides space and support for a host of co-curricular programs: student clubs and organizations, publica- tions, leadership training opportunities, community tutoring programs, and intramural and varsity athletics.

The centrality of engagement and service at IU South Bend is also evident in a host of partnerships with area schools, agencies, businesses, and health professions. Initiated and

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incubated by the Community Links program of the 1990s, many of these activities are now being integrated into the responsibilities of academic, student, and community support programs such as Career Services, Student Life, Community Development, and the Office of Alumni Affairs. It is also evident in IU South Bend’s leadership in promoting seamless path- ways for academic success fostered by a host of articulation and credit transfer agreements negotiated between IU South Bend and regional two-year and liberal arts colleges.

At IU South Bend, students themselves take advantage of opportunities for pay, for-credit, or volunteer service, such as tutoring programs for K-12 schools (e.g., “America Reads,” “America Counts,” “Titans of Tomorrow”). Notably, many IU South Bend students and fac- ulty members responded to the aftermath of Hurricane Katrina. Students working with the American Democracy Project had great success with their campus voter registration drive. Such activities demonstrate the power of an engaged campus to build social awareness and a sense of civic responsibility.

Another aspect of engagement is the support of diverse constituencies. To promote campus and community diversity, a strategic campus priority, IU South Bend has established a clus- ter of programs: one is to promote successful matriculation and retention of underrepre- sented minority students ( a Summer Academy program that prepares minority high school students to “Make the Academic Connection” to college) to programs facilitated through Student Affairs by the Office of Campus Diversity (Conversations on Race). Perhaps the most natural bridge between town and gown is the IU South Bend Alumni Affairs office, linked to thousands of local IU and IU South Bend graduates, which raises scholarship funds and organizes many major campus/community events.

Faculty members also have created curricular and co-curricular connections to the commu- nity. For example, the Civil Rights Heritage Center grew out of the research of a professor of history. A professor of Political Science takes her students to international conferences on global concerns; a professor of biology brings a team of undergraduates to his research site in Africa each summer. Indeed, faculty members in virtually every academic area have mentored undergraduate research, creative activity, and independent study.

The Indiana Commission for Higher Education (ICHE) has advanced the mission of public regional campuses in the state to forge stronger K-12 connections. Sharing ICHE’s concerns about collegiate readiness, IU South Bend has created a number of strategies to promote a successful transition to college for regional high school students. Several existing campus initiatives have expanded in recent years, including the Advance College Project, through which promising high school area students are eligible for dual college and high school credit.

Assessing the impact of service and engagement on student learning is another important step in determining future campus choices. The National Survey of Student Engagement (NSSE), adopted as a vehicle of learning assessment by IU South Bend two years ago, may provide an ideal way to gather data directly from students themselves. Making full use of NSSE to evaluate and improve campus practices can help the campus meet its strategic objectives. It could also stimulate what Carnegie’s Mary Huber calls “The Scholarship of Engagement,” research focused on how engagement in IU South Bend’s outreach and expe- riential programs promotes student learning.

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As called for by its mission the organization identifies its constituencies and serves them in ways both value.

While there seems to be a broad consensus on the meaning and dimensions of service, the word has a variety of connotations at IU South Bend, defined in large part by the differ- ent roles faculty and staff members play within the academy. Service is a basic responsibil- ity of faculty as teachers, scholars, colleagues, student advisors, curriculum designers, and contributors to their disciplines. For staff, it can mean assisting students to learn, faculty to teach, or communicating with the general public. At IU South Bend, a public comprehensive regional university, faculty and staff also serve as citizens of an increasingly diverse com- munity with shifting economic and social priorities and needs. In that role, they serve as experts, critics, consultants, collaborators, and neighbors. In turn, that enhances the univer- sity’s capacity to extend the boundaries of learning.

IU South Bend thus defines its service obligations from many vantage points, focusing the extensive academic resources described elsewhere in this self-study on the complex needs of diverse constituencies. One locus of engagement is the classroom. Service learning—a rela- tively new pedagogy discussed later in this chapter—is only one example of the strategies this university has used to promote partnerships in learning that benefit both campus and community. The concept of “engagement” has been even more broadly defined as an agent of personal and societal change by the nation’s educational leaders such as Ernest Boyer and Lee Shulman, past and present presidents of the Carnegie Foundation for the Advance- ment of Teaching. To these educators, engagement is a synonym for the lively convergence of theory and practice, a prerequisite for lifelong learning as well as innovative and produc- tive partnerships.

This chapter gathers and presents compelling evidence that IU South Bend has embraced these definitions in pursuing its central mission. Our historic commitment to engagement and service is evident in the language reaffirmed in a succession of mission documents as well as in the complementary missions of campus offices established or strengthened since 2000 to make the campus more user-friendly. Commitments articulated in these missions have been translated into a proliferation of joint ventures, collaborations, and campus initia- tives, influenced by surveys and scans that help IU South Bend listen to and learn from its constituencies. The benefit of the collaboration for our students can be seen in expanded campus services, including opportunities for students to test and enrich their learning through real world experience.

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Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

# An Engaged Campus: Aligning Mission with Constituent Needs

Since its previous HLC Consultant-Evaluator team visit in 1999, IU South Bend has sig- nificantly broadened and deepened its valuation of engagement, made visible in the intel- lectual, social, and civic responsibilities the campus has promoted for students, faculty, staff, and alumni in its quest to become a fully engaged campus.

The priorities assigned to engagement, partnership, and community service at IU South Bend—strategies for anticipating, identifying and meeting constituent and community needs—are also inextricable from the campus mission and identity.

While the level of engagement has risen at IU South Bend, the commitment of the campus to the ideal of an engaged campus has long been reflected in its mission documents. The 1996 Mission Statement was the first campus mission document to identify community partnerships as one of our top campus priorities. That commitment, accompanied by a series of pledges, opened the way for expanded outreach programs. Engagement was reaffirmed in the 2005 Strategic Plan, which identified the expansion of partnerships as a campus impera- tive, suggesting some steps to translate these words into more effective action.

IU South Bend has articulated multiple commitments to engagement and service in its plan- ning documents. Chapter 3 of this self-study details the planning processes and priorities set out in the 2005 Strategic Plan, reaffirmed in the 2005 campus responses to the Mis-

sion Differentiation Project (discussed in [Chapter 3](#_bookmark1)). Besides the goals and action plans set forth and made public in the Strategic Plan, these Mission documents translate principles into practice—embodying service and engagement in campus policies, planning processes, community interaction, and program development. They also provide detailed examples of programs already in place to address major community needs and issues, such as health care, diversity, economic development, and educational attainment in a global society.

The university’s commitments to engagement are threaded through the 2005 mission state- ment (found in [Chapter 3](#_bookmark2)). These commitments testify to the campus consensus, emerg- ing from the extensive discussions of its mission and purposes since 2000. The following discussion presents more specific examples of the structures and processes created on the campus to turn these words into actions. This determination is also visible in the many partnerships that have been forged between IU South Bend and the multiple communities it serves.

## STRENGTHENING UNIVERSITY AND COMMUNITY LINKAGES

##### Indiana University Connections

Since its founding, IU South Bend has recognized the institutional advantages of coopera- tion, collaboration, and linkages among organizations with shared purposes and mutual values. One of IU’s eight campuses (the third largest in the system), IU South Bend was originally shaped by and continues to benefit from the statewide linkages offered by Indi-

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ana University—as a contributor to the good of the whole as well as a beneficiary. Several programs which now serve and represent the entire university in the area of teaching excellence, FACET (The Faculty Colloquium on Excellence in Teaching) and JoSoTL (the electronic Journal on the Scholarship of Teaching and Learning), were supported in their early years at IU South Bend. Individual faculty and administrators have contributed to university-wide efforts in strategic planning, assessment, intercampus collaborative research and statewide workshops.

##### Creating Community Linkages

This chapter focuses more directly on IU South Bend’s cultivation of seamless linkages to the region it serves. In recent years, IU South Bend has become a more active player in local and regional planning and, as area citizens have testified, an invaluable resource to promote community progress through the breadth and excellence of its faculty and academic pro- grams as well as through its outreach to community organizations and commitments to public service.

To pursue its ambitious service goals, IU South Bend has acknowledged the necessity to work with as well as on behalf of the constituencies it serves. Communication between campus and community, an area highlighted in the 2005 Strategic Plan as well as in the Chancellor’s parameters of engagement, has been enhanced since the 1999–2000 reaccredi- tation in a number of important ways. The Director of Communications and Marketing (a position added in 2003) has established valuable contacts with media organizations and the general public, providing them a window on IU South Bend’s resources, accomplishments, and goals. The IU South Bend DVD created by the Marketing Office has proven an effective vehicle to introduce the community to campus facilities, faculty, students, and the campus strategic priorities.

Concerted efforts to determine constituent needs and to respond to community inquiries and requests have been a shared mission of several campus offices including Career Ser- vices, Alumni Affairs, and the former office of Community Links. Developing the campus capacity for two-way communication and service is at the heart of the missions of the Office of Public Affairs and University Advancement, Extended Learning Services, and the Office of Career Services. Each of these offices has expended both time and resources to identify and respond to educational and service needs of the community, and attempted to match community requests with available campus resources. As discussed later in this chapter, these offices also play a key role in supporting student learning, by promoting career-related experience, internships, and volunteer placements to connect classroom education with com- munity experience. Other campus offices with frequent public contacts, such as the Office of Human Resources, have served as informal clearing-houses for community requests.

It is also important to underscore that IU South Bend has created and strengthened commu- nity linkages to support its learning mission as exemplified in both curricular and co-curric- ular programs. Outreach has been central to the educational programs of IU South Bend’s professional schools (e.g., Nursing and Health Professions, Business and Economics, Educa- tion, Public and Environmental Affairs, the Raclin School of the Arts, Social Work), where educational objectives and experiential learning are virtually synonymous.

Service is also one of the triad of major responsibilities of university faculty members—one

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of the areas in which a candidate for reappointments, tenure and/or promotion is evaluated, and must demonstrate satisfactory or excellent performance. While excellence in teaching and in research are arguably the most important evidence of faculty achievement, the value IU South Bend places on service and engagement is evident in the fact that excellence in service was a contributing factor in the promotion of six of the sixty-eight promotion cases evaluated for tenure and promotion since 2000–01. All candidates were required to dem- onstrate at least a satisfactory performance to be tenured or promoted. Staff service in the community is also valued and encouraged, reflecting the commitment of IU South Bend to maintaining open channels of communication as well as to evaluate and, whenever possible, to anticipate the needs of current and potential students and community partners.

The increasing commitment to campus-community linkage is also visible in the daily life of the campus and the engagement of its staff and faculty. Staff members are encouraged to respond to external requests for information and refer them to appropriate internal campus resources. Reflecting the seamlessness of a community-based university and its region, IU South Bend faculty and staff are also good citizens, often in leadership positions in agencies and governmental boards and councils. (In recent years, IU South Bend faculty and staff have served on national research and scholarly panels, been elected to school boards and taken leadership roles on the City Council.) In these roles, they serve as campus ambassa- dors to the community, not only providing expertise, consultation and information, but also as learners from their fellow-citizens.

## LEARNING FROM, WITH, AND RESPONDING TO CONSTITUENTS

To maintain the capacity and competence to serve both campus mission and community needs, IU South Bend faculty and staff members frequently, and in some cases routinely, query, convene, listen to, and thus continually learn from IU South Bend’s multiple and diverse constituencies through a variety of feedback strategies: surveys, environmental scanning, exit interviews, program evaluations, and other vehicles for two-way communica- tion. The following examples, ranging from practices embedded in academic and program assessments to the responses of staff members to community requests and recommenda- tions, illustrate the pervasiveness of this institutional ethos:

* Student service clubs and organizations, organized by students themselves and supported by the Office of Student Life, provide vehicles of engagement to enlarge their opportunities for community interaction and to explore potential future career activities.
* The Chancellor fosters dialogues through various informal mechanisms, including meetings with students, faculty, and staff to elicit feedback and suggestions about ways to enhance the climate of the campus.
* The Chancellor receives and personally responds to frequent feedback and other correspondence from members of the broad IU South Bend community (files are available to HLC Consultant-Evaluators in the Chancellor’s Office).
* Timely or controversial topics, suggested by faculty, students, and community mem- bers, are addressed through the mechanism of “Table Talks” (held in the Student Services “Quiet Lounge”), encouraging exchanges on current and often controversial topics.

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* + The [American Democracy Project (ADP)](http://ee.iusb.edu/index.php?/adp) at IU South Bend, recognized as an effec- tive vehicle for citizenship by the national sponsors, encouraged and received elec- tronic feedback through the ADP “blog” accessible to the community through Home Page linkage. (Testifying to its value, the blog continued even after the completion of the ADP project.)
  + The [Campus Theme](http://www.iusb.edu/~gened/campustheme.shtml), a General Education strategy, has been the impetus for campus and community discussions. The theme is chosen each year by a faculty commit-

tee, and has also been integrated with committee encouragement into Art Gallery exhibitions, theatre performances, and campus lectures, all of which are open to the community.

* + Interest on the part of the Schurz Library staff resulted in the establishment of IU South Bend’s annual [“One Book, One Campus”](http://www.iusb.edu/~libg/onebook/) program. The Library organizes a student committee to prepare a discussion guide available to the entire community. The spring discussions include faculty and staff-led discussions at community book- stores, and an annual public lecture by an expert on the book has drawn excellent public attention.
  + The [Women’s Studies (WOST)](http://www.iusb.edu/~wmns/) program at IU South Bend has a long history of responding to community needs, collaborating with campus and community groups, and sponsoring programs that connect the classroom to the community, and wel- come public involvement. The interdisciplinary program also plans an annual brown-bag lunchtime seminar series presented by faculty members to discuss and showcase their work in progress with colleagues and the general public.

IU South Bend’s increased commitments to community engagement and service have also increased our ability to respond to community needs. Recent examples include the following:

* + The Director of Human Resources frequently solicits and receives feedback from community employers. In a recent example, feedback from the banking community to the School of Business and Economics resulted in the design and implementation of a new concentration in banking.
  + The School of Business and Economics has developed a number of vehicles to respond directly to community needs, including the Bureau of Business and Eco- nomic Research (BBER); the Entrepreneurial Development and Growth Roundtable (EDGE), the Corporate Financial Executives Roundtable, and Human Resources Management Roundtable.
  + Bilingual college information sessions have been provided in community settings in response to requests from the Hispanic/Latino community.
  + In public sessions sponsored by various campus units, speakers have focused on cur- rent issues of interest to the Michiana community (e.g., Civil Rights, Management in the 21st Century, The Patriot Act, Women in Muslim Culture, The Community College Initiative, War Is A Force that Gives Us Meaning).

Listening to and working with area schools, businesses, social agencies, and community leaders has produced a series of notable campus-community collaborations. Reflecting the diversity of both internal and external constituencies, IU South Bend’s partnership activi-

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ties demonstrate the potential of university-community engagement. Illustrative examples include:

* [Titans of Tomorrow](http://www.iusb.edu/~honprog/action.php?user=p): community tutoring sponsored by the School of Education and the Honors Program, in partnership with community schools.
* The partnership between the [Toradze Piano Studio](http://www.toradzepianostudio.org/eng/presentazione.htm) and the South Bend Sym- phony—resulting in a gala concert at the Morris Civic Auditorium in which young studio musicians and Maestro Toradze himself perform with the South Bend Sym- phony Orchestra.
* A [Summer Leadership Academy](http://www.iusb.edu/~civilrts/leadershipacademy2004.shtml) bringing together high school students and campus freshmen to explore the community’s civil rights heritage while building vital com- munication skills.
* An academic college prep workshop for adolescent girls co-sponsored by IU South Bend Women’s Studies Program, in partnership with the local chapter of the American Association of University Women (AAUW).
* Outsourced and customized training requested by businesses, community organi- zations, and community professionals to support continuing education as training needs are organized by Extended Learning Services.
* The Division of Nursing and Health Professions delivering outreach programs throughout the region to meet educational needs of present and future health care providers.

## KNOWING THE TERRITORY: ENVIRONMENTAL SCANNING

##### Environmental Scanning by Individual Programs

IU South Bend, like all public universities, is a hub of inquiry and a natural repository of academic and community-based information. Mining such information to tailor programs to constituent needs is common among individual units interested in extending their commu- nity outreach, as the following examples illustrate:

* The former office of Community Links conducted surveys to identify volunteer opportunities and collected data from faculty to keep track of their participation in service learning. Community Links Annual Report outlines these efforts.
* Required of all Indiana teacher preparation programs, the School of Education con- ducts periodic surveys of undergraduate and graduate alumni employed as teachers. In-depth surveys of employer satisfaction with graduates of the School Leadership program have revealed how well the program is meeting its goals. Feedback from supervising teachers is also an essential part of student teaching.
* Alumni surveys are distributed and used for program assessment by many academic departments (see [Assessment Committee](http://www.iusb.edu/~sbassess/) web site.)
* Self-studies conducted by academic and professional programs are required to in- clude alumni and, where appropriate, community feedback.
* IU South Bend has participated in the ICC ([Indiana Campus Compact](http://www.indianacampuscompact.org/)) and contrib- uted to its recent statewide survey of the impact of student engagement on public

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perception of higher education in general and IU South Bend in particular. This connection was formed through the Office of Community Links and will now be pursued through the Office of Public Affairs and University Advancement (PAUA).

##### Environmental Scanning and Institutional Research

In 2000, the local firm of Press, Ganey, and Associates was employed to conduct a prelimi- nary scan of the IU South Bend environment as a way to launch a strategic planning pro- cess and to provide general background for a fund-raising initiative. That process included a brief survey of community leaders who were asked to characterize their views of IU South Bend. It also entailed the review of surveys previously conducted by IU Bloomington.

The project also reviewed several national documents to distill relevant higher educational trends relevant to IU South Bend’s plans for the future.

Although the exercise did not initiate our systematic strategic planning effort, it did empha- size the positive perception of the quality of IU South Bend’s faculty and programs on the part of community leaders as well as potential students. A more extensive survey of com- munity leaders was undertaken by the Campus Directions Committee in 2001–02 for their document *Foundation for the Future*. Repeated comments by community leaders reaffirmed the positive view recorded in the previous Press-Ganey survey, and further suggested that IU South Bend was on the verge of becoming a major community stakeholder.

Confirmation of institutional quality as well as identification of issues for future program enhancement have been identified in surveys and scanning mechanisms used during divi- sion, school and program reviews. Professional schools in particular have conducted envi- ronmental scans to gain more systematic data on campus and community needs and evalua- tions of program graduates. Most recently, the School of Business and Economics and the School of Education assessed the satisfaction of regional employers with graduates of their programs; the Division of Nursing and Health Professions frequently conducts needs as- sessments and gains feedback from healthcare providers.

IU South Bend hired a Director of Institutional Research in 2003. The Director and As- sistant Director have conducted several surveys to test the alignment of the campus mis- sion, program delivery, and constituent needs and to anticipate and plan for the future. The Director monitors the National Survey of Student Engagement (NSSE), discussed else- where in the self-study and later in this chapter. IU South Bend has also conducted a survey of high school graduates (BCSSE) to gain information on their expectations for collegiate engagement. Comparing those expectations with the experience of freshmen and seniors recorded in the NSSE survey is also identifying areas for further exploration and potential enhancements in both pre-collegiate and collegiate programming.

##### Future Planning: Alumni Survey

As IU South Bend moves ahead in the implementation of the campus Strategic Plan and de- velops other initiatives, it will become even more important to conduct systematic evaluation of these activities, and establish a foundation for planning how to meet constituent needs.

One likely vehicle for future implementation is an Alumni Survey, focused on the success of IU South Bend’s academic and service programs in preparing graduates for careers, civic engagement, and a life of learning. Given the high percentage of IU South Bend graduates who remain in Michiana, such a survey, conducted in collaboration with the Director of

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Alumni Affairs promises to yield significant results to guide future decision-making.

##### Strategic Planning Environmental Scan

While surveys will give the campus a better grasp of institutional progress over recent de- cades, environmental scanning can also be used to anticipate future trends. With the leader- ship of the Chancellor, and under the auspices of the Strategic Planning Advisory Council (SPAC), a major effort to scan future horizons is planned for fall 2007. At its 20 June 2007 meeting, the SPAC approved the recommendation of the Director of Institutional Research to work with a national consultant to launch a major environmental scanning process. Joel Lapin will be brought in to work with the campus over an eighteen month time frame to develop IU South Bend’s first environmental scan. The results of the scan will inform the council’s deliberations and ready the campus for the new Strategic Plan, scheduled to be completed in 2010.

## RESPONDING TO DEMOGRAPHIC AND ECONOMIC CHANGE

Engagement between a campus and its multiple constituencies is, by necessity, a dynamic process. At IU South Bend, the campus efforts to respond to the needs of our students and our region have been complicated by two major challenges: the changing composition of the campus student body and a changing regional economy. Our success in aligning the campus mission with constituent needs will depend on the campus ability to respond to these chal- lenges.

##### Economic Shifts

Environmental scanning conducted by the School of Business and Economics has confirmed the continuing shift in the regional economy from a manufacturing to a service economy.

While the vestiges of Studebaker and Uniroyal would have been visible to the 1999 Con- sultant-Evaluator team, they are no longer part of the South Bend-Mishawaka cityscape. Changes have also occurred in Elkhart, with the loss or diminution of the musical instru- ment industry, Bayer, and Miles Laboratories; the manufacturing industry is still visible in the recreational vehicle industry.

IU South Bend’s response to this economic shift has been steady, creative, and constructive. As health care emerges as South Bend’s major industry, our Nursing and Health Profes- sions programs have been consolidated, adding the long-desired MSN degree program, and expanding the Dental two-year degree program into a baccalaureate degree program. The campus has expanded its capacity to offer computer-related degrees, complemented by the new program of Informatics.

The loss of local manufacturing jobs has translated into a greater necessity for a college degree to meet the demands of service and professional careers. IU South Bend was already well-positioned to respond to these demands as part of its mission as a public comprehensive regional university. While responding to new and changing program demands and employ- ment trends, the campus has also responded by sustaining its excellence in the liberal arts and sciences, and its professional schools (Education, Business and Economics, Social Work), and its distinctive arts programs. Continuing education for career enhancement and upward mobility has also expanded through the new Extended Learning Services, developing dis- tance learning opportunities and new off-campus facilities for credit programs in Elkhart.

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##### Demographic Shift

The expanded presence of traditional age, full-time students on the campus, noted as a trend in the previous self-study, has now created new demands for on-campus facilities for curricular and co-curricular activities. The campus responsiveness is particularly visible in the opening and expanding usage of the Student Activities Center (the SAC). Today, the SAC represents a campus center for varsity, intramural, and club sports programs; it is the site of the Student Government Association (SGA), and a popular coffee and snack bar for faculty, staff, and students. The SAC is also a significant community space (public events held at the SAC since 2000 have included the Chancellor’s inauguration, the YWCA annual Tribute to Women luncheon, and the Evan Bayh Job Fair as well as a full schedule of fit- ness, yoga, and exercise classes open to campus and community SAC members.)

Another response to the increasingly full-time student body on campus has been the in- creased campus staffing of student life activities (e.g., sports, recreation, leadership training, and the on-site Wellness office.) Both the SAC and Student Life activities are discussed later in this chapter.

While these changes have been welcome developments for an engaged campus, they also have brought with them heightened competition for space as well as heightened pressures on facilities to serve multiple roles for even more diverse constituencies. The presence of full-time students does not change the responsibility of the campus to continue to meet the even more diverse needs of older, part-time, working students who must sandwich in their class time primarily in evening hours, requiring extended bookstore, Library, and student service hours. While the full-time traditional age college pool has flattened, the campus is facing the possibility of new cohorts of slightly older students perhaps considering degree completion or career change. Meeting our mission of engagement and service will continue

to mean an acute awareness of and responsiveness to new and even unexpected institutional challenges.

Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

# Capacity and Commitment: Structures and Processes that Facilitate Campus and Community Engagement

Measuring IU South Bend’s capacity for engagement and service is a multi-leveled task, involving an analysis as well as inventory of our available assets. The first and most im- portant of these are the human resources—a highly qualified and distinguished faculty, and an administrative, professional, clerical, and maintenance staff dedicated to supporting and sustaining the environment of learning for our major constituencies. Campus facilities, once a problem at IU South Bend, are now more extensive, attractive, and well-equipped, includ- ing technology-enhanced classrooms to support teaching and learning.

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## HUMAN RESOURCES: FACULTY AND STAFF

As a comprehensive public regional university, IU South Bend’s central mission is to offer the best possible resources to fulfill the educational needs and aspirations of our constitu- encies and promote and sustain a life of learning. Our human resources are the key to the pursuit of this major goal. Earlier chapters have testified to IU South Bend’s impressive capacity to engage students in their own intellectual and career development, and instill and support the habits of life-long learning. This chapter reaffirms the centrality of our teach- ing, learning, and discovery missions, connecting them to what has been called the third dimension of faculty responsibility, service and engagement.

All IU South Bend faculty members are expected and, indeed, obligated, to demonstrate their service contributions in order to receive tenure and promotion. Faculty engagement clearly takes a variety of forms: service to Indiana Univeristy, to the campus, to the depart- ment, to the discipline, to their own development as teachers and scholars. Part of faculty engagement and service involves maintaining currency in one’s field, in order to improve the learning of students. Development of pedagogies of engagement (detailed later in this section) to provide an education integrated with a student’s real world experience is also es- sential at a public comprehensive regional university.

Faculty are also expected to share their expertise more broadly as part of IU South Bend’s educational mission; to act as community, regional, state, and national consultants; to serve the mission and purposes of Indiana University as a multi-campus educational resource. As the 2005 campus Mission Statement and Strategic Plan demonstrate, the service obligations of faculty are essential to the community’s progress, to economic and social development, to the community’s cultural enrichment, to civic participation—to making the region a better place to live and work.

This engagement and service obligation is shared by the university’s staff, often the first point of contact with the university’s constituencies. The description of the many services supporting student learning, faculty teaching, and program development in previous chap- ters also reflect the innumerable contributions of IU South Bend’s staff. The obligations of IU South Bend’s administration, campus and program leaders, is also manifest in the dem- onstrations of their wise stewardship of the public’s investments, and their vision in plan- ning for the campus and thus the community’s future.

As this chapter demonstrates, IU South Bend students represent major resources for ser- vice and engagement. While our student body is increasingly full-time and of traditional student age, it would be a mistake to consider them “traditional” college students (even if students who share their characteristics—first generation working students with significant family responsibilities—are fast becoming the collegiate majority.) While in the past, many believed that such students do not have either the time or interest in service to campus or community, more recent observations and studies have presented an alternative view. Our experience at IU South Bend demonstrated in this chapter and elsewhere provides evidence that the so-called “new collegiate majority” is interested in service. With the advent of students in residence after fall 2008, student engagement may become an even more visible element of the campus engagement picture.

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##### Rewards for Service and Engagement

Although service is one of the primary obligations of faculty, how it is valued and acknowl- edged is a perennial issue in the academy, where teaching, research and scholarship seem more highly valued and rewarded. Nevertheless, faculty at most universities, including IU South Bend, must demonstrate a record of service to earn tenure, and take their service responsibilities to their students, their colleagues, their campus, their discipline, and their community seriously.

At Indiana University, the value placed on service is evident in its public practices. The university system recognizes and honors service through a number of statewide honors, including the annual [W. George Pinnell Award](http://www.indiana.edu/~ufc/docs/policies/award.html) which recognizes exemplary faculty ser- vice over an extensive university career. Another prestigious all-university reward is the [Thomas Ehrlich Award](http://www.indiana.edu/~disteach/service.shtml) for contributions to service learning, created to honor and continue the contributions of a former IU president who was instrumental in organizing the national Campus Compact program. IU South Bend faculty have been recipients of both of these awards in recent years, and recognized along with statewide teaching award winners at

IU’s Honors Day ceremonies. IU faculty have also been recent winners of the university’s

[P.A. Mack Award](http://www.facet.iupui.edu/activities/pamack.html) for distinguished service to teaching, including mentoring colleagues and contributing to the scholarship of teaching and learning (SOTL). The Mack winner, like the winners of the Pinnell and Ehrlich awards, receives a stipend. The Mack winner is also invited to make a presentation at the annual statewide retreat of the Faculty Colloquium on Excellence in Teaching (FACET).

An award with a similar opportunity to engage public discourse is IU South Bend’s [Eldon](http://www.iusb.edu/~acadaff/awards/lundquist.html)

[F. Lundquist Award](http://www.iusb.edu/~acadaff/awards/lundquist.html), established to honor a former Elkhart state legislator. The Lundquist Award recognizes distinguished service to the community. Faculty nominated for this award must be supported by public as well as campus colleagues. The public is invited to attend the annual Lundquist lecture held each spring on the IU South Bend campus. (The Lundquist Society of current and former fellows is organizing a scholarship for students who compile outstanding service records.) Campus academic units also sponsor awards that recognize service valued by their academic programs. One example is the award recently established by the College of Liberal Arts and Sciences for distinguished faculty advising.

IU South Bend also promotes the ethic of service through scholarship awards from the Office of Student Affairs and other recognition programs involving students—both under- graduates and area high school students—who have served the campus and the community. (Former awardees are listed on the Career Services web site.). Faculty members each year are invited to nominate students to “Who’s Who in American Colleges and Universities.” Each year the IU South Bend Women’s Studies program nominates students who are rec- ognized at the YWCA Annual Tribute to Women (other campus units also often support nominees.)

The Office of Student Life sponsors Leadership Recognition Days as part of [Project](http://www.iusb.edu/~sblife/projectlead.shtml)  [L\*E\*A\*D](http://www.iusb.edu/~sblife/projectlead.shtml), including a well-attended recognition dinner (the 2005–06 events drew 119 stu- dent honorees and their parents. Another popular annual event is IU South Bend’s Unsung Latina Heroines Award dinner, honoring the service contributions of high school students, college students, and members of the community. In 2006, eight high school students from seven area high schools, three IU South Bend undergraduates, and five community members

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were recognized for their outstanding service. The awards dinner drew over 150 attendees.

IU South Bend students also recognize exemplary faculty service through awards programs like the “Unsung Heroes/Heroines” awards sponsored by the Student Government Asso- ciation. Faculty members are also recognized for their contributions to student life in the student publications, [*The Preface*](http://iusbpreface.wordpress.com/)and [*The IUSB Vision*](http://www.iusb.edu/~sbvision/index.htm).

These awards and honors for faculty and student service testify that the campus recognizes the importance of service in university life. Further evidence is provided by the honors bestowed by the campus on outstanding alumni at school and college recognition events associated with graduation each year—including the annual distinguished alumni award at Commencement ceremonies.

## GROUNDS FOR ENGAGEMENT: IU SOUTH BEND CAMPUS FACILITIES

Another important element is the physical environment of the campus. Since the previ- ous HLC reaccreditation team visit, the campus has undergone major physical changes and facilities improvements. The facilities improvements include: the Student Activities Center, a redesign of the student service and enrollment management areas of the Administration Building, and the construction of residential housing. The renovation of the Associates Building and the Administration Building are underway now.

##### Student Activities Center (the SAC)

On the Campus wish list for decades, but opened only in 2001, the Student Activities Center (SAC) has become a multi-purpose facility and in some sense, the campus crossroads where all constituencies—students, faculty, staff, alumni, and members of the community--meet. Designed as a center for sports and recreation, with two large basketball courts, an exercise and fitness room, tables for ping pong and pool, smaller racquetball and squash courts, and an indoor walking track, the SAC is the home for varsity sports (men’s and women’s basket- ball teams, the Titans and Lady Titans). It is also the home for club sports and, on week- ends, for family recreation. Staff members and students also take advantage of the fitness and yoga classes directed by SAC staff.

The SAC is more than a sports and recreation center. It houses the campus Wellness Center which provides on-campus first-aid and x-ray services as well as flu shots for the IU South Bend community. The basketball courts also provide large and well-lighted space for cer- emonies (the Chancellor’s inauguration) as well as volunteer and career fairs. The Courtside Café on the first floor provides beverages and light meals for students, faculty, staff, and campus visitors, with space for conversation both inside and outside.

The second floor of the SAC is the home of the Student Government Association (SGA) and Office of Student Publications, and spacious, easily connected rooms for conferences, which have been used for Board of Trustee meetings, IU presidential visits, legislative luncheons, and lectures by visiting scholars. It has also housed the annual Scholarship of Teaching and Learning (SOTL) regional conference and workshops sponsored by UCET which draw participants from other Midwestern colleges and universities. Even the vesti- bule of the SAC is used as public space for posters and announcements of on-campus events.

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##### Administration Building

The IU South Bend Administration Building is the first stop for our students and commu- nity visitors. It has shown its capacity for adaptive re-use. While it no longer has significant classroom space, it houses two academic units, the School of Business and Economics and the General Studies Program, student academic support centers, Extended Learning Ser- vices, and administrative offices. The Grille, a large cafeteria open to campus and the pub- lic, and the IU South Bend Child Development Center, offering day care and kindergarten services to the children of students, faculty, staff, alumni, and community members, are also housed in the Administration Building. A lower-level conference and workshop area is used for continuing education conferences and workshops.

Since the last reaccreditation visit by the HLC, the first floor of the Administration Building has been redesigned as a one-stop student support center under the leadership of the Vice Chancellor of Student Affairs and Enrollment Management. This office is to provide a more visible student-centered focus. Full evaluation of the programmatic impact of the Gateway concept awaits investigation by the Office of Institutional Research.

The Administration Building is also a facility showing the signs of extensive long-term use, and beginning to show a shabby face to the public entering its doors. The very flexibility of its multi-purpose office space has inspired a succession of space reconfigurations which have taken an incredible toll on carpeted floors and paneled walls; in the upper former “executive” suites, elegant customized décor has made it difficult to adapt the building to the efficien- cies required of a modern university. The building was never designed to meet the needs

of busy high-traffic offices of admission, financial aid, registration, counseling, and other perennial activities. Yet the Administration Building has not made it to the list of state re- pair and renovation fund requests, dominated by requests to meet urgent needs to rehabili- tate teaching, laboratory, and studio space. However, thanks to fund-raising efforts and the generous response of community donors, IU South Bend will be embarking on an extensive facelift of the Administration building, beginning in fall 2007.

##### Associates Building

Like the Administration Building, this building, located just south of the Administration Building was also part of the corporate complex of its former owner, the Associates Invest- ment Corporation. The building has now passed into university ownership. Currently it houses two public facilities: the Art Gallery and a large space used for public meetings and receptions. This building will be renovated to be the new home of the School of Education, Dental Hygiene Programs, the Wellness Center, the Counseling Center, Information Tech- nologies, classrooms and faculty offices, and some studio facilities for the Raclin School of the Arts.

##### Creating a “Sustainable” Campus: A Green “Commons”

In the past decades, as remarked during the previous HLC visit and noted by many local citizens, IU South Bend’s campus has begun to reflect its capacity to serve as an engaging learning environment. Walking across the campus quadrangle, one is struck by the invit- ing courtyards outside of Wiekamp Hall, Northside Hall, and the Administration Building. Future campus housing will be located on the south side of the St. Joseph River. The plans for campus residences include a Community building which will receive a “LEED” designa-

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tion as a “green” building. These residences, the playing fields near them as well as the red pedestrian bridge spanning the river are signs of the ambitious future of IU South Bend.

##### New Facilities: Residences and the Elkhart Center

Since the major impact of these two new construction projects will be on student life and extended (off campus) learning, they have been more fully discussed in previous chap- ters. The new Elkhart Center is also a notable example of the support IU South Bend has received from a grateful as well as aspiring community in the city of Elkhart, whose dona-

tions made the new facility possible. It is also very likely that on-campus residences and the new Elkhart Center will lead to substantial changes in IU South Bend programs on and off campus, something that should be fully evident by the next reaccreditation visit.

##### Campus Facilities: Continuing Concerns

Although IU South Bend has addressed and is in the process of rectifying some of its prob- lems related to facilities and campus space, challenges remain. To begin with, faculty, staff, students, and community members can all testify to the shortage of available public space on the IU South Bend campus, which frustrates the promotion and expansion of campus- community engagement. The well-equipped auditoria, seminar rooms, gallery and other ideal meeting spaces must also be used for instructional programs, which take precedence over non-curricular or co-curricular activities. At present, hallways, lounges, vestibules,

and the Wiekamp bridge are being pressed into service for public lectures, poetry readings, displays, and post-conference receptions. The current competition for space is likely to grow fiercer as the campus develops more programs to meet constituent demands. Instructional program use must remain a campus priority. It is probably not too early to develop a new campus facilities plan for the coming decade which includes strategies to expand public space at IU South Bend. In the meantime, the campus needs to develop priorities for sched- uling events in its limited space.

Next, IU South Bend is already facing parking shortages during peak scheduled classroom hours. Shortage of accessible parking has put limits on student as well as community access to the IU South Bend campus, and made it difficult if not impossible to accommodate large groups who might otherwise wish to use the Student Activities Center facilities. Short-term solutions for students have been implemented involving off campus parking with shuttles to the campus for all-day parkers. Long-term solutions will likely include a search for funds to build a second parking garage, since parking garages cannot be funded through state ap- propriations.

In addition, IU South Bend has had a difficult time scheduling special events in the facilities of a busy campus with regular hours that span early morning to late evening. Clerical or professional personnel pressed into service to maintain room schedules in addition to their regular duties have found it impossible to do so. This is one problem that IU South Bend has already begun to address with the establishment of the [Office of Special Events](http://www.iusb.edu/~special/) in 2006.

The goals of this office are discussed in the section on “Structures” below. The strategies and effectiveness of the Office of Special Events in promoting community access to the campus are reviewed in the final section of this chapter. It is important to note, however, that the problems of space and parking are likely to be exacerbated by the increasing de- mand for this new service to campus and community constituents.

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## STRUCTURES OF ENGAGEMENT AT IU SOUTH BEND

Because the commitment to serve multiple constituencies is so pervasive, IU South Bend has created a culture of engagement. Our openness to engaged discourse is obvious in Table Talk sessions in the Quiet Lounge outside the Grille, in the Academic Senate, and in our all- campus convocations at the start of the fall semester. The desire to connect with the com- munity is visible in concerts, exhibits, and theatre programs, in public Conversations and community roundtables, in the lamp-post banners waving on campus boundaries, and in the red pedestrian bridge leading from the present campus to the site of future residences and playing fields.

The campus capacity for engagement is especially enhanced by the specific structures that have been created within various programs and academic units to promote communica- tion and interaction with the surrounding communities. These include advisory and alumni boards, as well as more focused campus-community activities such as the Civil Rights

Heritage Center and the Summer Leadership Academy. Table 7.1 presents a sampling of the many structures connecting community activities with specific academic units.

|  |  |  |
| --- | --- | --- |
| **Division** | **Structure** | **Explanation** |
| School of Education | Program Advisory Boards  Center for Global Education  Director of Student Teaching and Field Experiences | Each program in the SOE has an advisory board made up of community educators. Each board is con- vened once per semester for community input.  Promotes multicultural and global awareness through professional development workshops and curricular materials.  These individuals coordinate a variety of student placements in area schools. |
| Raclin School of Arts | Director of Production  Toradze Piano Studio | This individual coordinates production schedules and publicity for all events open to members of the IU South Bend community.  The Piano Studio presents a major concert during its Concerto Institute in partnership with the South Bend Symphony.  Student musicians perform for community groups as well as campus events. |
| Division of Extended Learning Services | Mini-University  Early Childhood Professionals of Northern Indiana Conference | This summer program gives over 200 community children a taste of a variety of activities offered on our campus.  This annual campus offers professional development workshops for early childhood professionals. |

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|  |  |  |
| --- | --- | --- |
| School of Business and Economics | Entrepreneurship Symposium Series  Center of Economic Education  Collegiate Business Assistance Project  Small Business Practicum  HelpNet Program  Volunteer Income Tax Assistance Program  Bureau of Business and Economic Research | This is a speaker series offered to the local small busi- ness community.  Provides credit and non-credit education to local pri- mary and secondary school teachers.  A joint program with local colleges and universities that matches students with small local businesses for specialized projects.  A learning arrangement that matches business stu- dents with local small businesses for help with busi- ness plans.  A partnership program which positions faculty in advisory roles with local businesses.  Income tax consulting by students.  Provides a variety of services to area businesses in- cluding reporting of local economic indicators. |
| General Studies | Alumni Board and Alumni Association | This board consists of Executive Officers and various subcommittees. The group provides various network- ing opportunities for students and alumni and raises scholarship funds to support Honors students and the athletic program in addition to promoting the Gen-  eral Studies Program. |
| College of Liberal Arts and Sciences | Service Learning Advance College Project  Civil Rights Heritage Center Summer Leadership Academy  Department of History Women’s Studies Program | A variety of courses in the College of Liberal Arts and Sciences include service learning components.  Provides courses for high school students to earn col- lege credit.  Coordinates a seven week academy for area high school students to prepare them for the college environment. A recent focus has been on civil rights history. Conceived and staffed by IU South Bend students, the Center seeks to awaken the values and personal commitments of the Civil Rights Movement.  Department of History is planning to staff Civil Rights Heritage programs in the Natatorium.  With AAUW, co-sponsors college prep workshop for pre-collegiate girls to build college readiness. |
| Division of Nursing and Health  Professionals | Clinical services and field experience | Nursing, Dental, and Radiography students provide numerous workshops and outreach programs respon-  sive to regional needs. |

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|  |  |  |
| --- | --- | --- |
| School of Public and Environmental Affairs | Internship and Practicum as part of curriculum  Community Advisory Council Alumni Board | One of largest undergraduate internship programs at IU South Bend.  This group is made up of 24 individuals appointed by the Chancellor for a 3 year term.  This group of professionals met twice per year and also sponsored an annual Alumni /Community Din- ner and a High School Liaison Program. |
| School of Social Work | Field Experience  Community Advisory Board | Students in this graduate program spend a total of 960 hours in community agencies during their pro- gram.  Consists of individuals representing various agencies. The Board has outlined a multi-step plan to strength- en the program’s relationship with the community. |
| Schurz Library | Textbook Adoption Site  Resident Services  Free Public Speaking Series  Pre-Collegiate Library Instruction | This is the only local site where teachers and others can preview over 1,000 books for adoption. Funding is provided by the Indiana Department of Education.  Any resident of Indiana or southwest Michigan can utilize the resources of the Schurz Library.  The library has sponsored this series since 1997.  Works with Advance College Project and home- schooled students. |

Table 7.1: Academic Divisions and Community Partnership Structures (Source: Engagement Working Group)

##### Building Capacity: Administrative Structures of Engagement

IU South Bend has expanded its capacity to serve and engage with our multiple constituen- cies by creating or consolidating structures for engagement in each major administrative area. The Office of Academic Affairs is deeply involved in the promotion of intellectual engagement for students and faculty through the Honors Program, the Assessment Com- mittee, and UCET. Since the last HLC visit, Academic Affairs has also spearheaded the development and implementation of the new General Education curriculum and has super- vised the development of direct student advising. Academic Affairs has also been the leader in creating articulation agreements and reviewing course equivalencies to facilitate seamless transfer of credits for students from Ivy Tech Community College of Indiana and other regional post-secondary institutions to IU South Bend.

Both the campus continuing commitment to engagement and outreach, and new 21st cen- tury changes have created opportunities for continuing education. With the assistance of a national consultant, IU South Bend has re-envisioned continuing education as one element in engagement, service, and outreach. Communication is the key to successful outreach and continuing education activities. With that in mind, the preparation and distribution of several issues of a new publication, *Extensions*, has heralded the advent of IU South Bend’s newly organized non-credit programs to the community. Notably, program offerings now include links with state-wide opportunities in a wide range of areas.

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##### Public Affairs and University Advancement (PAUA)

At the time of the last HLC visit in 1999, the responsibility for announcing campus events, developing and implementing external funding strategies, and developing public awareness of the activities and achievements of faculty, staff, and students, in other words, represent- ing the campus to its many constituencies was divided among a number of individual staff members reporting individually to the Chancellor. Fund-raising efforts were hampered by the staff turnover in the Development and IU Foundation offices. This situation was noted by the HLC visiting team, who raised a concern about campus communication in their final report, pointing to the staff turnover as one obvious cause, and identifying a widespread confusion about how campus decisions were being made.

When the current Chancellor took office in 2002, she pledged to establish more effective communications with IU South Bend’s multiple internal and external constituencies. After careful deliberation and consultation, she announced one major step to achieve these goals: the creation of a new Office of Public Affairs and University Advancement (PAUA), and the selection of a new Vice Chancellor to oversee its many activities. (Also see “Responses to HLC Concerns” discussed in [Chapter 2.](#_bookmark0))

The PAUA Mission Statement identifies a three-fold purpose, which in turn defines its spheres of activity: “to strengthen the image, raise the visibility, and increase the financial support of Indiana University South Bend in the communities it serves.” To do that, the office’s “marketing and news media relations strategies, advance the image of IU South Bend as a positive, dynamic, and student centered institution of higher education.” Second, PAUA leads the campus development efforts “to raise much needed funds for scholarships, academic programs, and facilities.” Its third area of responsibility involves serving “alumni and dedicated community partners” as well as maintaining “a busy schedule of special events on campus” and “providing outreach to all communities served by IU South Bend and our alumni around the world.”

In its first years of existence, PAUA has established a strong record in all of these areas through effective program structures and a strong professional staff. PAUA’s fundraising successes were detailed in [Chapter 4](#_bookmark6). Similarly, campus visibility has markedly increased through the efforts of the [Office of Communications and Marketing](http://www.iusb.edu/~sbocm/). This office, which includes an experienced journalist and a graphic artist, serves as the coordinator of the campus image as well as the source for official campus news and other communications and publications. In its first year, the volume of campus news reported in the local and state media rose three-fold, and this extensive coverage has been maintained. The office also plans and designs campus advertising (which is shared with the campus before it appears) and has produced marketing and informational materials (including a new Elkhart Center brochure and a campus DVD which has been distributed to media and community organizations). To improve internal communications, the office has also upgraded the campus wide electronic bulletin board, with the cooperation of IT. The office also publishes an up to date calendar and posts news releases on the campus web site home page.

IU South Bend, like most colleges and universities, is increasingly interacting with its constituents through the campus website. Prospective students and their parents explore university websites to get a sense of what a campus has to offer. Community members and alumni use events calendars and campus news pages to keep up with the life of the campus.

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Current students, faculty, and staff members use the website to access information about procedures and processes. While the IU South Bend website has improved from its earlier incarnations, it remains lagging when compared to sites of other colleges and universities. The campus needs a website that is up-to-date, dynamic, attractive, comprehensive, and easy to use to find information. Looked at in this way, it becomes clear that the web is one face of the campus marketing strategy. The campus needs to develop a plan to improve its website.

The coordination of campus facilities use and dining services through the new [Office of](http://www.iusb.edu/~special/)  [Special Events](http://www.iusb.edu/~special/) has been another major contribution of PAUA to the campus and community. The Office of Special Events was established in 2004 to address the problems of schedul- ing campus space for special (co-curricular or community-based) events. The office keeps the calendar for use of the Board Room, Chancellor’s Dining Room, The Alumni Room, and the Cafeteria (The Grille), all in the Administration Building and the meeting rooms in the Student Activities Center.

Another part of the goal of the Office of Special Events is to turn virtually all of the IU South Bend campus into accessible space for campus and community engagement. Thus, it also schedules the areas on campus where clubs and community groups may set up display tables: the Wiekamp front hall, the Wiekamp bridge, and the vestibules of Northside and the SAC. The Coordinator acts as liaison between community and campus groups and the owners of other desirable campus meeting spaces: the Raclin School of the Arts (which con- trols the use of our two largest campus auditoria and the Art Gallery); the Quiet Lounge, and the Library. The Special Events Coordinator works with the Registrar to facilitate special events that use campus classrooms.

Meeting the goal of providing one stop service to promote use of IU South Bend facilities by both campus and community groups depends upon the cooperation of a number of cam- pus offices: facilities management, catering services, maintenance, safety and security, and parking. The office also works with Student Life to facilitate events sponsored by student clubs and organizations. Working closely with a staff advisory committee, the Office of Special Events Coordinator has produced an [Events Policy Manual](http://www.iusb.edu/~special/Approved%20Events%20Manual%20July%202007.pdf) to inform and guide both community and campus organizations, and remind them of legal responsibilities and rules of conduct that govern the use of all campus facilities.

The positive contributions the Office of Special Events has made to the campus and commu- nity by making facilities accessible is discussed later in this chapter as part of a fuller discus- sion of the access IU South Bend provides to its constituencies. That discussion ends with a consideration of some of the challenges facing the office and the campus in the future.

The office of Alumni Affairs has been effective in meeting the third area of PAUA’s respon- sibilities: to serve alumni. With over sixty-six percent of IU South Bend alumni remaining to live and work in the Michiana area after graduation, the Alumni Association has been a highly visible and effective bridge between the campus and the community. The IU South Bend [Office of Alumni Affairs](http://www.iusb.edu/~alumaff/) has recruited and supported students through its scholar- ship programs. It sponsors on-campus cultural and recreational events, provides career advisement and [job shadowing](http://www.iusb.edu/~alumaff/jobshadow.shtml) experiences, and, in cooperation with the [Indiana University](http://alumni.indiana.edu/)  [Alumni Association](http://alumni.indiana.edu/), organizes IU South Bend’s annual Commencement ceremonies. Thus, the work of Alumni Affairs stretches across the educational continuum, providing a founda-

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tion for lifelong learning and service—offering IU South Bend undergraduates and gradu- ates many opportunities to contribute to both campus and community. The Office subscribes to the mission of the Indiana University Alumni Association:

The Indiana University Alumni Association is dedicated to serving the university and its diverse alumni, students, and friends.

The Alumni Association is a membership organization that connects alumni, stu- dents, and friends through communications, activities, programs and services. The association develops and supports volunteer leadership, serves as a voice for alumni as the university evolves, and provides lifelong learning opportunities.

The Alumni Association serves Indiana University by supporting its mission, tradi- tions, and goals and is the keeper of the official alumni records. The association assists in the recruitment of students, supports the development of resources to advance the university, and engages in activities to enhance the university’s reputa- tion locally and around the world.

The Office works closely with the IU Alumni Association (IUAA) to support the shared pur- poses of the university and the campus. The current Director, appointed in January 2006, works with the [IU South Bend Alumni Association Board of Directors](http://www.iusb.edu/~alumaff/bylaws.shtml) and the IUAA Board in Bloomington to develop goals and objectives for teams created in four areas:

1. membership,
2. scholarship,
3. outreach, and
4. legislative affairs.

With a budget allocated from their IUAA membership, the four teams develop and imple- ment their annual plans.

In the eighteen months since the new Director arrived, IU South Bend Alumni Associa- tion memberships have grown by thirty percent, and now numbering about 1,800. While this is only ten percent of the estimated 18,000 IU South Bend alumni who still reside in the region (of a total of 27,000 campus graduates) it is also clear that a far larger number participate in the many events sponsored by the Alumni Office. An active local Board of Directors is pursuing more extensive membership recruitment strategies to supplement the membership activities provided by the IUAA in Bloomington. Each graduate is welcomed at commencement into the ranks of IU alumni for a free trial year and invited to join the Association for an additional five years at half the usual membership fee.

Perhaps the greatest incentives to join the Alumni Association are the multiple opportuni- ties it offers for service. Major annual events supported by the Alumni Office are Com- mencement and the “Get On the Bus” campaign, which recruits students, faculty, staff as well as alumni to travel to and appear before a legislative budget session to lobby for univer- sity programs and campus improvements. Each fall, a scholarship banquet honors Alumni scholarship winners; each semester, the office sponsors a career networking activity for students and alumni. Popular recreational events sponsored by the Alumni include an IU South Bend Night at the Cove (home of South Bend’s Class A farm league baseball team,

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the Silver Hawks) co-sponsored by the Chancellor’s Office. Other notable events sponsored or co-sponsored by the Office of Alumni Affairs include:

* An annual Putt-Putt tournament
* Support for the Athletic Program’s “Titan 250” Scholarships
* Participating with faculty, students, and staff in “Rebuilding Together”
* Holiday Events for student, staff, and faculty children: Cookies with Claus and Easter Egg hunt
* [Honoring Distinguished Alumni](http://www.iusb.edu/~alumaff/success-stories.shtml)
* Spring student honors programs (with Business, Liberal Arts and Sciences, Dental, Education)
* Events with Business Alumni (e.g. AM General, other local businesses)

The IU South Bend [Alumni scholarship program](http://www.iusb.edu/~alumaff/schol.shtml) offers full scholarships to university honors students. To meet the needs of other meritorious students the Non-Traditional Scholarships were started by the Chancellor in 2003. In 2004, the Alumni Association began awarding four-year scholarships. The Titan 250 Scholarship was added to the list in 2005.

Two hundred and fifty contributions of $4,000 each will set up a million dollar endow- ment fund to support the athletic program. In 2006, the Sueno and Andre Corporation established a scholarship to support Hispanic/Latino undergraduate and graduate students. Other sources of revenue to support scholarships include the Alumni Association’s “Brick” program (to purchase bricks to be placed in front of the Student Activities Building) and an IUAA license plate.

To date, the IU South Bend Alumni Association has awarded 116 Scholarships, which makes it the flagship alumni scholarship program among Indiana University’s regional universi- ties. In addition to these scholarship funds, 1st Source Bank has established the 1st Source Foundation Scholarship Fund for Indiana University. This fund provides assistance to children of 1st Source employees and its subsidiaries who wish to pursue an undergradu- ate degree at IU South Bend, IU Northwest, or IPFW Fort Wayne. This $400,000 fund is deposited in the Community Foundation.

In evaluating the success of these fundraising efforts, the Board of Directors has raised one concern. While the establishment of numerous scholarships allows the association to sup- port a number of student needs, by giving donors multiple choices, the IU Alumni Associa- tion may be reducing the amounts being contributed to its founding scholarship program (See Table 7.2 for scholarship fund breakdowns of contributions and awards). This issue will need to be given further study in the coming years.

The [IU South Bend Student Alumni Association (SAA)](http://www.iusb.edu/~alumaff/saa.shtml) is an organization that connects students with IU South Bend alumni and assists in promoting and accomplishing the goals of the IU South Bend Alumni Association. As a vehicle for student engagement and service, it promotes campus and community linkages as well as an early affiliation with both the IU South Bend and Indiana University Alumni Associations. SAA members become “a vital, active part of the campus and community, and gain valuable leadership experience” through their participation in community service projects.

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##### Community Links

Table 7.2 Alumni Scholarship Funds, 2000–2006 (Source: Office of Alumni Affairs)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Scholarship Name** | **Type of Fund** | **Date Established** | **Total Contributions** | **Total Expenses (Scholarships**  **Granted & Fees)** |
| Honors | Direct Gift | 10/3/2002 | $131,768.00 | $129,488.19 |
| Non-Traditional | Direct Gift | 10/10/2002 | $25,746.00 | $15,250.00 |
| Andre Corporation | Direct Gift | 9/7/2006 | $2,250.00 | $2,250.00 |
| Sueño | Endowment w/  Direct Gifts | 2/17/2006 | $15,200.15 | $1,500.00 |
| Alumni Association | Endowment | 9/26/1996 | $389,567.63 | $223,850.45 |

The Office of Community Links was described in the 1999 self-study as a clearing house for the placement of student volunteers and interns into community service organizations as well as area business and industry. The office was directed part-time by the full-time Alumni and Events Director, supported by a clerical assistant who divided time between Community Links and the Office of Campus Diversity. As a vehicle for campus and community linkage, the initial focus of the office was on students. The use of Community Work/Study funds enabled the office to attract students to work as community tutors, particularly in a special program arranged with Madison School.

Through the efforts of its small but enthusiastic staff, and referrals from the Chancellor and community members, the office of Community Links expanded its mission to take on responsibility for other service-related activities. The office staff made contacts with ser- vice organizations such as the neighborhood River Park Business Association and traveled off-site with high school recruiters to promote the idea of service as an important aspect of the IU South Bend program. The office managed federally-sponsored community tutoring programs (America Reads, America Counts) and joined in promoting community renovation projects like “Christmas in April.” Office staff coordinated Indiana Campus Contact (ICC) programs, distributed information on grant opportunities, and established a small library

of service learning materials. The Community Links office also coordinated the [Commu-](http://www.iusb.edu/~clinks/workstudy.shtml) [nity Work-Study](http://www.iusb.edu/~clinks/workstudy.shtml) program which provided student funds for participation in some of these service opportunities. Besides coordinating an annual volunteer fair in the SAC, the office organized the yearly “Moving through the System” project in which campus faculty, staff, and students participated in a simulation to better understand the difficulties faced by indi- viduals needing public assistance services. Community Links organized an annual Putt-Putt tourney to raise money for some of these activities. It continued to fulfill its original pur- pose of being the point of contact for community agencies seeking student paid and unpaid volunteers.

With the departure of the Alumni Director in 2005–06, the clerical assistant took over the task of maintaining the office’s multiple activities, including posting community requests for campus volunteers on the campus electronic bulletin boards. After reviewing the annual reports of the Community Links office, PAUA agreed that the office had not only met but far exceeded the original mission. The office had played its part in connecting the university to the community. In providing this function, the proliferation of projects sponsored by the

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Community Links office had opened the floodgates for further engagement without estab- lishing a plan to prioritize, evaluate and seek internal or external support to move to the future.

It was clear that while the idea of a single Community Links campus clearing house to develop volunteer placements had made sense in 1997, it was no longer suitable as an administrative home for so many different kinds of projects. Its activities, though individu- ally worthy and successful, were straining the campus capacity to develop more long-term partnerships and placement opportunities. The [result](http://www.iusb.edu/~clinks/), announced 1 July 2007, has been part of the campus-wide administrative restructuring. Both PAUA and Student Affairs and En- rollment Management have been restructured to maintain the valuable activities incubated in the Office of Community Links. The Campus Compact connections will remain in the parent office, PAUA. The Alumni Association, also part of PAUA, will assume responsibility for campus-community events involving community agencies and volunteer fairs, and will also bring community requests to the attention of the appropriate campus units. Thus the Office of Community Links ceased to exist on 1 July 2007. The functions of the unit were moved to other campus units.

Moving the other important Community Links activity, placement of students in commu- nity internships and volunteer positions, to Career Services (see discussion below) will not only maintain but is likely to enhance that activity; the capacity of that office will also be expanded as the coordinator of Community Links joins Career Services. The brief but suc- cessful history of the Community Links office can be viewed as an example of the growth of and commitment to service and engagement at IU South Bend.

##### Student Affairs and Enrollment Management

The Office of Student Affairs and Enrollment Management has many links to the com- munities from which IU South Bend draws its students, beginning with its major recruit- ment, admission, and registration efforts which involve numerous contacts with community schools and service groups, as well as on-campus meetings with potential students and

area student counselors. Even student orientation has an important community dimen- sion, with concurrent sessions for parents, spouses, and family members while new students themselves move through the advising and course registration process. Student services

provided under the direction of the Associate Vice Chancellor also offers outreach programs for pre-collegiate minority and at-risk students to promote their readiness and transition

to college. (See the discussion of [Diversity programs](#_bookmark34) later in this chapter.) The Office of Student Affairs has also established several other structures to promote student engage- ment and collegiate transition and retention through sports and recreation programs and other co-curricular activities, including Career Services, Athletics (varsity, intramural, club sports), Student Life (Alternative Spring Break, Student service clubs, Leadership Pro- grams—L\*E\*A\*D, the Student Government Association, Action@iusb, and Titan Produc- tions, Academic Support Services, and the Student Activities Center (Student Publications, Sports and Recreation.) Student Affairs also awards annual Student Service scholarships and sponsors the student “Who’s Who at American Universities and Colleges” program.

Further information on Student Life and Athletics programs at IU South Bend can be found at the end of this section, in the discussion of IU South Bend’s co-curricular activities.

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##### Career Services: A New Beginning

Students at public regional universities often arrive with determination to seek a career, but they have little clear direction as to what that career might be. This lack of certainty is reflected in the large percentage of entering freshmen who are undecided about their majors (see advising discussion in [Chapter 5](#_bookmark21).) It thus follows, as studies of institutions like IU South Bend confirm, that student success at such institutions is greatly enhanced by a strong program of career counseling, including preparation, self-analysis, internship, and placement services that assist these career-minded but undecided students in exploring as well as attaining their career goals.

However, the Office of Career Services at IU South Bend has yet to realize that ambition. Existing since the 1970s, the office has had different names, different structures, and differ- ent directors, and has not clarified its objectives in our changing demographic and economic environment. Although the campus has recently begun to address this situation and has moved to enhance the support of this program, our campus history suggests that Career Services remains a continuing challenge for IU South Bend. The resources and current structure of this office are described in [Chapter 5, section 5.4](#_bookmark20), “Resources for Teaching and Learning.” Discussion here will focus on the community engagement activities of this of- fice--internships and outreach to the campus and to community employers.

One major problem the office has faced in the past is the absence of good record-keeping and the related absence of program assessment. While the career counselors have made valiant efforts to work with faculty and academic programs to promote internships, there has been no attempt to track the outcomes of these placements, or compile a picture of internship activity across the campus. A similar lack of data makes it difficult to evaluate the success of other activities, such as on-campus job interviews and preparation of dossiers

for potential employers. There are also no data available to track the number of students who have used the services of this office. In a sense, then, the Office of Career Services is a new entity, open to new directions and new definitions. The positive service climate of the campus may make this an ideal time to redirect and strengthen this office.

The new director has put together a strategic plan, which outlines the objectives of this of- fice. The plan sets out three program goals for the office:

1. Recruitment and Retention;
2. Creation of a Visible Marketing Plan; and
3. Partnerships/Collaboration.

The Director’s first goal includes activities the office has already been providing: visits to classes at both ends of the undergraduate spectrum, the U–100 freshman transition classes and upper division courses which many seniors and juniors would attend. Resource strate- gies include podcasts, updating the web site, and making direct connections with undecided students—a strategy which seems to be consistent with recommended retention strategies. Another welcome sign is the new director’s goal of tracking the central activities of the of- fice: internships, job placements, and office services.

The second goal, marketing, is also a sign that the office intends to expand its program outreach to involve the entire campus, a longstanding but unmet aspiration. If successful,

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this campaign will increase the necessity of meeting the third goal: creating partnerships with other parts of the campus and community to enable the small staff to actually provide career services. The new director’s goals of attaining sponsorships from area businesses and support from a range of academic units and student co-curricular activities also reflect a determination to integrate these services into campus life. Activities on the drawing board for 2007–08 include class visits, speakers’ series, job fairs, and the newly-adopted commu- nity tutoring programs, “America Reads,” and “America Counts,” as well as the Community Work-Study program to cover participating student expenses. The director also plans to create a student advisory board that could also enhance the visibility of the office as well as the appropriateness of its priorities.

As the new Director pursues his marketing goal, the services already available in this office should become more visible, potentially increasing office traffic. This would be another step toward making Career Services part of every student’s IU South Bend experience. The Career Services web page, when updated and advertised, would continue to serve students as an excellent source of career information, including a page that matches academic majors with specific career opportunities.

In recent years, promoting, arranging, and at times monitoring student internships has been one of the most important and successful activities of Career Services. The office has maintained databases of internship opportunities and assisted students in applying and then having a successful internship experience. The staff also has helped departments create new internships or link their academic programs to existing opportunities. Another

important element of their work has been assisting students in preparing their applications and presentations for internships. While a number of internships have focused on future employment, some have involved students in faculty research and some have had a service emphasis. The campus would benefit from an increase in all three kinds of internships, but the overall trend in student participation is positive: from fall 2004 to fall 2005, when the office was fully staffed, internship placements increased from forty-two to fifty-five, a rise of about thirty-one percent ([Lilly Grant Report](http://www.iusb.edu/~stusvcs/jultodec05lillyrpt.pdf)).

This steadily growing interest of our students in arranging internship experiences during their undergraduate years seems to be echoed in IU South Bend’s 2006 NSSE results which show that sixty-three percent of freshmen students and thirty-two percent of senior stu- dents plan to complete a practicum/internship/co-op experience/clinical assignment, and that nine percent of freshmen and thirty-nine percent of seniors have completed such an experience already. It thus is encouraging to see that internships continue to have an impor- tant place the Career Services future development. It also suggests that the campus should consider the development of more internship opportunities both embedded in and outside of more traditional course requirements, perhaps in partnership with Career Services.

The direction the office takes in the future—implementing the priorities set by the campus and the office—will determine the exact role the former Community Links coordinator will play as a new member of this office. At present, it seems likely she will continue to over- see some of the programs that have migrated with her to Career Services, although there is also a possibility that she will work with the office of Alumni Affairs to develop a new “career shadowing” program matching IU South Bend first and second-year students with IU South Bend alumni, thus encouraging the exploration of career possibilities at the time

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most students choose their majors. This would be quite compatible with the Director’s goal to integrate Career Services into students’ academic experience.

It is obviously too soon to predict the outcomes of these changes in Career Services. Since the last HLC visit, this office has also lived with uncertainty, unsure of its purposes as well as its staffing. The rise in student interest in internships and the renewed administrative support for the program in 2007 both suggest that uncertainty may be ending, paving the way for Career Services to play a more visible and constructive role in the lives of IU South Bend students.

## PEDAGOGIES OF ENGAGEMENT

In the past decade, both educators and demographers have noted the rising number of stu- dents seeking college degrees. Indeed, current estimates suggest college is the next destina- tion of about sixty-nine percent of all U.S. high school graduates. Such purposeful students further challenge the university to respond with programs that link the intellectual dimen- sions of college study with real world experience and with teaching strategies that promote engagement and active and experiential learning. IU South Bend has become a site for such teaching and learning. The following discussion explores the degree to which campus fac- ulty are committed to implementing and expanding these pedagogies of engagement.

##### Promoting Active Learning at IU South Bend

In 2003, the [Campus Directions Committee](http://www.iusb.edu/~sbcdc/) undertook a study of service learning on the campus and noted that service learning assignments that connected students with commu- nities and schools could enlarge the traditional classroom and expand the academic environ- ment beyond the walls of the university. The theme also found a place in the [2005 Strategic](http://www.iusb.edu/~sbcdc/strategic_documents.html#Goals)  [Plan](http://www.iusb.edu/~sbcdc/strategic_documents.html#Goals), where it was recommended that the campus increase the level of student engagement in service and experiential learning projects. Students at IU South Bend are working with faculty supported by campus compact grants, through classroom consultation projects, in supervised internships arranged in a number of discipline areas. The Community Links office for many years maintained a [list of service opportunities](http://www.iusb.edu/~clinks/volunteer.shtml) and helped faculty locate appropriate service learning opportunities, but with the merger of this office into the Career Services office, the university needs a new vehicle for encouraging faculty members to em- bed service and other forms of experiential learning into the curriculum.

In fact, collaborative learning is by now a familiar teaching strategy in virtually every dis- cipline, often coupled with case studies where students work in groups to solve problems. A related pedagogical strategy is problem-based learning: students are asked to focus on spe- cific issues in both real and hypothetical situations, and encouraged to apply their classroom knowledge to devise solutions. In all of these classrooms, the faculty member is no longer the “sage on the stage” but instead is “the guide on the side,” while students are working independently or in small groups to take responsibility for their own learning. There are many examples of these active learning methodologies at IU South Bend. For example, an IU South Bend professor of Political Science asks student teams to solve international prob- lems; students in an urban planning course present proposals to address actual problems in our sister city of Mishawaka (and some are accepted by council members); marketing stu- dents devise advertising campaigns for area businesses; an entire class seeks an undergradu- ate research grant to pay their admission to a church community room to do a first-hand study of the sociology of bingo; and so on.

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##### Internships and Experiential Learning

This section has already discussed the importance of internships to our students, and the growing capacity of the campus to further develop programs that give students the oppor- tunity to test and apply classroom, laboratory, and library learning. In addition, IU South Bend has developed ways to enhance student learning by adding an experiential dimension to course syllabi. Such vehicles of active learning have included arranging opportunities for field experiences, or asking students to investigate the ethnic history of a neighboring com- munity to satisfy a final assignment in a Sociology class.

While it is interesting to envision designing such learning experiences, doing so quickly becomes a logistical challenge, making the inactive learning mode of the traditional lecture seem preferable. Service learning (discussed below) poses even more problems including the necessary cultivation of a community teaching partner. Realistically, surveying our own practices and that of our colleagues, makes it clear that the broad commitment to experi- ential and service learning called for in the strategic plan has yet to materialize in many IU South Bend classrooms.

On the other hand, one of the most sustained examples of active and collaborative learn- ing at IU South Bend may have been the not-for-credit program activities sponsored by the three-year American Democracy Project, which engaged faculty, students, and community members in a series of learning-centered activities, with numerous opportunities to send comments to the ADP weblog, to join or to observe Table Talk discussions, or participate in voter registration projects and related research. While this does not suggest the devel- opment of three-year versus one-semester courses, it does suggest that rewarding active learning does require more time than traditional courses, presumably with longer-term results.

##### Service Learning

The pedagogy that perhaps most fully exploits the educational potential of campus-com- munity engagement is service learning (sometimes called community based learning.) Of all these pedagogies, it has been more widely adopted and more systematically assessed. How- ever, it is also most likely to be misunderstood by a general public which equates service learning with student-conducted service rather than an avenue for student learning.

Robert Bringle (in A Service Learning Manual for Faculty) defines service learning. “In service learning, students participate in organized, sustained service activity that is related to their classroom learning and meets identified community needs. They then reflect on that experience in activities such as journal writing and class discussions, connecting the service experience with the substantive content of the course and various dimensions of personal growth, including civic responsibility:” In service learning, the burden of helping students see the larger social, political, and cultural contexts of their experience, and in assisting them to make connections between scholarship and practice rests on the faculty.

Service learning courses were developed at IU South Bend at least a decade ago, by a core group of social science faculty, assisted by the Indiana Campus Compact (ICC), a chapter of the national organization to encourage development of service learning courses and provide materials (and later, grant support) to encourage faculty pioneers. Today, service learning courses at IU South Bend are generally community-based courses in a wide range of sub-

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jects. A sampling of one year’s service learning courses (2002–03) shows the diversity of offerings:

POLS-Y 101 Principles of Political Science

NURS-B 251 Life Span Development Practicum (Nursing) NURS-S 473 Health of the Community Practicum

SOC-S 163 Social Problems

SPEA-J 370 Mentoring as Aftercare for Juveniles

DAST-A 141 Preventive Dentistry and Nutrition

POLS-Y 327 Public Opinion and Political Participation

BUS-M 450 Strategic Marketing Management

PSY-P 420 Community Psychology Advanced Lab

A similar array of service learning courses was offered in 2006–07, with a similar number of participants. At present there are no signs that service learning courses will disappear from the campus curriculum.

##### Assessing Service Learning Outcomes

The success of our service learning courses has been measured in two ways: through indi- vidual course evaluations by students; and in faculty self-evaluation in their annual reports, and in the solid enrollments such courses consistently draw. However, since there is no mechanism for our service learning faculty to share and assess their class experience, even these course-embedded assessment results have not been reviewed or discussed to see if this pedagogy is having the desired outcomes. Thus far, there have been no attempts to assess the campus service learning programs as a whole.

It is also important to realize that at this juncture, internship and service learning consti- tute a small part of the undergraduate curriculum at IU South Bend, and many students and some faculty do not accept or recognize the educational importance of such activities. This is quite different from the students’ attitude about internships, also reflected in NSSE results. According to the 2006 NSSE survey of freshmen and senior students, only a small percentage of students report that they have participated in service learning while attend- ing IU South Bend. As freshman, seventy-eight percent of the students surveyed in 2006 had never participated in service learning, sixteen percent had participated sometimes, five percent had participated often, and only one percent reported participating very often. Of the seniors surveyed that year, sixty-two percent still reported never participating in service learning, twenty-four percent participated sometimes, eight percent participated often, and six percent reported participating very often. More students report that they either plan to complete or have completed community service or volunteer work. Of freshmen students surveyed on the 2006 NSSE, forty percent plan to do community service or volunteer work while nineteen percent have already done so. As seniors, fifty-one percent of students sur- veyed reported they had done such work while another fifteen percent indicated they still planned to do so.

A positive sign of service learning program effectiveness has been the success of those cam-

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pus faculty members using service learning methodologies in obtaining curriculum grants to develop their service learning courses. An obvious issue is the small number of service learning courses offered each year. To provide another way of evaluating service learning and its potential, UCET might sponsor a workshop to discuss service learning and other ac- tive learning pedagogies. Faculty members who use service learning pedagogy represent the best resources for their colleagues; they could be used as campus consultants through such

a UCET program. In addition, as engagement and service continue to be campus priorities, NSSE may offer the best vehicle to track and monitor student outcomes.

##### Engagement at the Library: The Hammes Information Commons

The design and even the name of this new Library resource, the Hammes Information Commons (to open fall 2007), exemplify the campus embrace of engagement and service as a central principle. The use of open space promotes integrative and collaborative study and learning. Its resources—made available through a generous gift from community donors long associated with support of learning resources—will provide access to state-of-the-art information technology to both campus and community constituents, and promote more informed citizenship. Most important, campus experts (reference librarians, computer con- sultants, and multimedia designers) will be available to guide faculty, students, to develop reports, presentations, and e-portfolios. The comfortably furnished space will also encourage more informal discussions, extending classroom work and creating a genuine academic com- munity. (See discussion also in [Chapter 5](#_bookmark18))

##### Students in Action: Supporting Learning on Campus and in the Community

The idea that one learns the most when one is teaching someone else is a widely accepted adage. Clearly, this avenue to deeper learning is available to students as well if they are given the opportunity to mentor and tutor one another. Classrooms organized around active and collaborative learning strategies provide many illustrations of students learning from one another. Peer editing in writing-based instruction, small group collaborative discus- sions, study groups, and project teams in a variety of classes are examples of active learn- ing pedagogies in wide general use on our campus.

Through the offices of Student Life, IU South Bend also has developed and supported a number of co-curricular and volunteer programs to enable students to mentor pre-colle- giate students. The following list is a sample of students mentoring students. Taken togeth- er, they represent an impressive array of engaging pedagogies.

* Titans for Tomorrow, an IU South Bend Honors student tutoring program
* America Reads, America Counts: Work-Study
* Career Service Interns
* Income Tax Assistance
* The Summer Academy
* Child Development Center
* Student Alumni Association activities
* Easing Transitions: IU South Bend’s Peer Advisors

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## CO-CURRICULAR PROGRAMS

##### The Office of Student Life

Typically, co-curricular activity (student life) on a regional commuter campus lacks the character and consistency of student activities on a residential campus. This has been true in the past at IU South Bend. This student behavior will not surprise IU South Bend staff and faculty who understand our students multiple work and family responsibilities. What at first glance may seem surprising is the expansion of student life at IU South Bend since the last HLC accreditation. Indeed, the role, program goals, and visibility of the [Office of](http://www.iusb.edu/~sblife/)  [Student Life](http://www.iusb.edu/~sblife/) have been significantly enhanced since 1999. At that time, student life was part of the job description of a student services staff member who had been assigned the dual responsibility for overseeing activities funded by the student activity fee, and handling cam- pus judicial affairs.

Several factors led to the reorganization of this office, the separation of student life and judicial affairs, and the expansion of student life itself by 2003. Under the leadership of a new chancellor, guided by the report of a campus consultant, a new Office of Student Af- fairs and Enrollment Management was created, and student services, including Student Life, were relocated in that office. The most important factor responsible for the changes in the Office of Student Life, however, was the opening of the Student Activities Building (SAC) in 2001.

Since 2002, the Office of Student Life (now with a full-time director) is headquartered in the SAC. The Office of Student Life has developed [Project L\*E\*A\*D](http://www.iusb.edu/~sblife/projectlead.shtml), a program structured to build student leadership skills. While other students are encouraged to participate, this program has been targeted at the student leaders of the nearly sixty student clubs and organizations, a wide-ranging group supported and supervised by the Office of Student Life ([current list of clubs](http://www.iusb.edu/student/clubs.shtml)). The clubs, organized around professional, civic, recreational, and social service interests, must register with the Office of Student Life, which provides them modest seed money, meeting space, and access to the Office of Special Events to assist in planning and scheduling their on-campus club programs.

Major events planned by and for students during the academic year are also supervised by the Office of Student Life, through an interesting and valuable program called [Titan](http://www.iusb.edu/~titanpro/)

[Productions](http://www.iusb.edu/~titanpro/). Organized on the model of a professional film production company, its purpose is to plan and present entertaining and educational programs for IU South Bend students.

Students themselves, divided into “producers” and “crew” members, review potential pre- senters and performers, market, plan, and produce the event, and then conduct a program evaluation. Some of the events that Titan Productions has brought to the campus, open to the wider community, include: Acoustic Café (with guest artists), Comedy Club, Welcome Week, Battle of the Bands, Homecoming, Family Night at the Movies, and guest speakers and lecturers. Titan Producers (whose duties are spelled out in great detail) are expected to devote 15-20 hours per week to their positions, for which they receive hourly salaries as well as valuable experience in and hands-on management skills. The range of programs indicates the informed focus of Titan Production planners and producers.

The Office of Student Life also supervises and advises the [Student Government Association](http://www.iusb.edu/~stuassoc/) (SGA), described in [Chapter 3](#_bookmark3) of this self-study. Besides serving as executive, legislative, or

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judicial leaders and stewards of funds made available for campus events by student activ- ity fees, SGA members are selected for various campus advisory positions. For example, the SGA president serves on the Strategic Planning Advisory Council (SPAC) and SGA mem- bers were assigned to sit in on meetings of the Campus Directions Committee during the formulation of the Strategic Plan.

##### Student Life Issues

As previously noted, the perennial challenges to the Office of Student Life (as well as the SAC Athletic events, discussed below) are student attendance and participation. The success of student organizations is wholly dependent on the students who initiate and then populate them. Although most of the events mentioned above have drawn reasonably good audiences (averaging thirty to forty participants per event, with one “big” concert drawing over 1,000), this still represents a small percentage of the student body. This makes one of the goals of these co-curricular structures, creating a campus climate of engagement, harder to reach than to describe.

IU South Bend’s Office of Student Life and the Director of the SAC and athletic programs have implemented some useful strategies to boost attendance at events. Indeed, one task

of the Titan Productions staff is to do needs assessment of the student body each year to decide what activities to produce. Communication with and among students is a second

perennial issue. It is difficult on a commuter campus to reach or engage students in co-cur- ricular activities when their lives are divided between campus, home, and workplace each day. *The Preface*, the campus newspaper produced by students with a faculty advisor, appears on a limited basis (once or twice a month, depending in some part on the student fee budget and availability of student staff). It thus is a better vehicle to review events than to publi- cize them. But more and more students are turning to blogs and other e-communications to send and share news; podcasting is emerging as a communication strategy in a number of programs hoping to reach more students and involve them in student life.

The annual Student Government Association (SGA) elections provide evidence of the problem of participation as well as the difficulty of finding an effective solution. For years, the campus has had problems in student elections. Sometimes it has been difficult fielding a full slate of candidates; it has been difficult publicizing the issues, voting procedures, elec- tion dates, and simply getting students to vote. Table 7.3 shows the numbers of student candidates and student voters from 2001–2006. On-line voting did boost the number of voters, but there is no clear explanation for the drop in voting in 2004–05 or the increase in 2005–06.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **2001–02** | **2002–03** | **2003–04** | **2004–05** | **2005–06** |
| Number of Candidates running  for office | unknown | 19 | 43 | 18 | 17 |
| Table 7.3 Participation in Student Government Association Elections (2001–2006) (Source: Office of Student Services) |
| Number of votes  cast | 47 | 476\* | 725 | 322 | 554 |

\*Note: online voting initiated in 2002

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##### Student Life and Student Persistence

Studies of student retention have shown a positive impact of such co-curricular programs on student persistence and degree completion. The campus preliminary Indiana Project on Academic Success (IPAS) study, however, did not show an effect of SAC participation on IU South Bend retention rates. The campus investments in these programs have had budgetary implications, which IU South Bend will need to weigh in the context of student learning outcomes. This interest will also be heightened when the campus residences are opened for occupancy in fall 2008.

The opening of campus residences is very likely to have as great an impact on student life as the opening of the SAC. The Office of Campus Life as well as the SAC should use the com- ing year to develop a plan for student life when 400 students will reside on campus.

##### Athletics at IU South Bend

The SAC’s most obvious functions are recreational, although the large basketball courts have been the site of many activities that promote campus-community interaction and career advancement. The activity that commands most of its space is the IU South Bend [Athletic program](http://www.iusb.edu/~sbathlet/), reporting to the Vice Chancellor for Student Affairs and Enrollment Management.

Athletics is largely a co-curricular activity, although IU South Bend now offers several credit courses that are part of the IU Hygiene, Physical Education, and Recreation curricu- lum. However, in its own mission statement, the athletics program stresses its integration with and enhancement of IU South Bend’s central learning mission: “The mission of the athletics program is to create and maintain sports and recreation opportunities that conform to the highest principles of integrity, fairness, and competitiveness in a manner consistent with and in support of the mission of Indiana University South Bend.” The program also sets out six ambitious and far-reaching goals:

to serve the whole person; to foster academic success; to teach skills and values; to promote excellence;

to serve the university and regional community; and to ensure fairness and equity.

##### Varsity Sports

The IU South Bend athletics program supports two varsity sports, Men’s and Women’s Basketball (the Titans and the Lady Titans.) As of 2006–07, each team had a full-time coach. The program is governed by the National Association of Intercollegiate Athletics (NAIA) and is in the CCAC (the Chicago Area Collegiate Athletic Conference). Before the opening of the SAC, the IU South Bend varsity teams played their games in a number of lo- cal venues, including St. Mary’s College, in the public high school across the street from IU South Bend, and in an elementary school on the west side of town.

The opening of the SAC put the program on a firmer foundation. The recent achievements

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of each team, in terms of win-loss records in and beyond the conference and individual student honors (including academic honors) can be found on the program web site. Over the years, both teams have been quite successful, with the Lady Titans being the more com- petitive of the two. Attendance at the games varies, although there is often a relatively high turnout for the traditional rivalry, IU South Bend vs. Bethel College. The faculty [Athlet-](http://www.iusb.edu/~sbas/athletics/indexAT.shtml) [ics Committee](http://www.iusb.edu/~sbas/athletics/indexAT.shtml) (an Academic Senate Committee) monitors the students’ GPAs (the campus affirms the NAIA requirement that student athletes maintain at least a 2.0 grade point average.)

##### Intramural Sports

Since 2001, [intramural sports](http://www.iusb.edu/~sbsac/intramurals.shtml) have grown in variety and participation of students, both male and female (although males outnumber female participants three to one, despite the fact that two-thirds of the student body are female). While male students were quick to take advantage of the new facility, female students were slower to discover its recreational possibilities. The number of women participants has grown sharply in the past two years (from a total of ten female participants in all intramurals in 2005–06 to 122 last year.) Sports range from flag football (the most popular, for both men and women), to dodge-ball (for one season, IU South Bend had a highly competitive and highly rated dodge-ball squad; the next year, after several tourney wins, the team collapsed because of attrition). Students

seem to put high value on team performance, proudly wearing intramural champion T-shirts (and even entering their shirt design in a national intramural design contest.) These teams utilize playing space at area schools; more recently, the campus established soccer fields in the university’s land south of the St. Joseph River.

##### Club Sports

While intramurals are organized and scheduled by the SAC athletics program staff, [club](http://www.iusb.edu/~sbsac/Contacts.shtml)  [sports](http://www.iusb.edu/~sbsac/Contacts.shtml) originate with student groups, who must then register their teams (clubs) with the Director of Student Life. Once registered, like any student club, the team has access to mod- est funding, and is assisted in organizing, equipping, and scheduling by student life staff or interns.

The Directors, staff, and interns of the SAC, Athletics, and Student Life produce an an- nual report for the Office of Student Affairs. Challenges noted in this annual report have included delays in filling key support positions, the need to replace the coaches, and rates of participation and attendance. A sharp rise in participation and attendance last year, accord- ing to the author of the annual report, was “probably exaggerated,” since the office was using a new system that depended on the number of turnstile rotations. Still, the highest participation using any measure has been in the campus fitness and health classes, including cardiac conditioning and yoga.

Have these programs met their goals, both in terms of their principles and in terms of student-faculty-community participation rates? At this point, trends have not yet appeared to guide the planning for future growth, or to affirm the vision of the SAC Director about the possible future of IU South Bend Athletics. Rather, the campus is anticipating some dramatic shifts in program usage, participation, and direction, when on-campus residences are occupied in fall 2008.

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## ACADEMIC AFFAIRS CO-CURRICULAR PROGRAMS

As discussed earlier in this chapter, as well as in [Chapter 5](#_bookmark14) and [Chapter 6](#_bookmark25), many co-curricu- lar opportunities for IU South Bend students are offered and organized by faculty members as extensions of their own teaching and research interests. Biology and Chemistry profes- sors have included students in their field and laboratory research studies, and Political Sci- ence professors have engaged their students in voter registration and candidate discussion activities as well as model legislative and political simulations. The Civil Rights Heritage Center grew out of the research of a campus historian and has expanded into a summer field experience that often includes community members. Numerous courses, including sev- eral of the new General Education introductory core courses, are enhanced by field experi- ences that utilize the community as a learning laboratory, or take advantage of area parks, zoos, special library collections, and museums.

##### Raclin School of the Arts: Enriching Campus and Community Cultural Resources

The extensive and distinctive Arts programming at IU South Bend serves a variety of con- stituents and communities. The easiest to identify is the campus community, students, fac- ulty and staff who attend theatre and music performances, communication forums and visit the arts gallery. Thousands of community adults also attend IU South Bend arts perfor- mances each year, including some faithful patrons who attend from a considerable distance for favorite events like the piano studio performances. Programs in the arts also attract a measurable audience from the senior population in the community and draw from the Notre Dame, St. Mary’s and Bethel College communities. Marketing and informational pieces are frequently directed to area high schools and specific high school classes are invited to attend as guests.

Three years ago, in the best example of helping to create connections among constituen- cies, the Raclin School of the Arts was one of three local groups who worked together to create an area-wide focus on the arts called Art Beat. Partners were a local business and the Regional Museum of Art. One fall day was designated as Art Beat in downtown South Bend with a significant area of downtown filled with canopies for outdoor performance venues, food stands, vendors and artists’ demonstrations. Thousands of people attended this first Art Beat. The second year, in spite of some rain, all went well and the numbers grew. This annual event is now coordinated by the City of South Bend and the most recent Art Beat drew over 10,000 people.

IU South Bend was also instrumental in creating a new venture through the Community Foundation, called “Arts Everywhere”. This organization was given birth by the leader- ship in the Raclin School of the Arts, the Director of the Community Foundation, and the leadership of a significant non-profit organization in South Bend. There is now a commu- nity-wide South Bend web presence which facilitates ticket sales and advertising for all arts groups in the community as well as a quarterly publication edited and printed by the *South Bend Tribune* which serves all arts groups.

There are other examples of co-curricular activities initiated by the Raclin School of the Arts. These include theater performances, the children’s play, a high school art competition, and the South Bend Youth Symphony which rehearses on campus and is coached by the campus faculty and the campus quartet.

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The Toradze Piano Studio, which celebrated its fifteenth anniversary at IU South Bend in 2007, is a unique community cultural resource—and one which has won international

renown. Created by Alexander Toradze, who holds the Martin Chair of Piano at IU South Bend, the Studio has trained over 90 gifted student performers thus far, many of whom have gone on to win major international piano competitions and perform on worldwide concert stages. Six recent Toradze Studio alumni now hold professorial positions at American uni- versities. Members of the Studio have performed as a group in venues such as Carnegie Hall and the Steinway Rotunda, and festivals throughout the world, including Edinburgh, Ra- vinia, and the White Nights festival in St. Petersburg. The Studio is noted for their “mara- thons” in which the group of students and Toradze perform the entire piano repertoire of a single composer.

When the Toradze Piano Studio received a “Center of Excellence” designation and grant from Indiana University in the late nineties, the campus established a series of Piano Concerto Institutes, now held every three years, attracting young musicians from many countries to study at IU South Bend for a week with Toradze and Piano Studio students and alumni, with public lectures and concerts each evening. At the 2007 Institute, the commu- nity was treated to a special gala concert representing a partnership between the Toradze Studio and the South Bend Symphony, which featured performances by “generations” of Toradze students and the Maestro himself.

As demonstrated in this brief overview of the multiple activities and resources of the Raclin School of the Arts, our distinguished academic programs also provide invaluable resources to advance our mission of enriching the community culture. That mission is also affirmed by the range of public programs that invite and involve community constituencies in our campus learning environment. [Chapter 6](#_bookmark25) provides additional discussion of the public co-curricular programs IU South Bend presents which augment and complement academic programs—programs such as the Distinguished Research Award lecture, the Dean’s Semi- nar Series (sponsored by Academic Affairs) and the range of programs and presentations sponsored by the Department of Women’s Studies. These programs provide intellectual “bridges” between the life of the campus and the life of the community.

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

# Responsiveness to Constituencies

Criterion Five asks campuses to discuss their engagement and service to groups for whom institutions for higher learning bear a particular responsibility and/or have a particular opportunity to enhance the community’s educational vitality and promise. These situations describe the groups discussed in this section of the chapter: K-12 students and teachers, through involvement in dual degree programs as well as programs that promote college readiness and community understanding; members of our diverse communities, particularly those minorities often underserved and underrepresented in college; and students attending two-year colleges who aspire to transfer their credits and complete baccalaureate degrees

at IU South Bend. The section also describes and analyzes the responses of IU South Bend

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to the diverse issues raised by these special constituencies who, in the words of the Higher Learning Commission, “depend on us for service.”

## STRENGTHENING EDUCATIONAL CONNECTIONS: K-12 PROGRAMS

As the only public comprehensive university in the region, and the major provider of K-12 teacher education and certification programs, IU South Bend has always had an important collaborative partnership with area school corporations. IU South Bend prepares the large majority of the region’s elementary, middle, and high school teachers, and provides con- tinuing education and leadership training for teachers and school administrators. Graduates of the School of Education frequently return to IU South Bend to pursue additional educa- tion, to work as associate faculty in specialized areas, or as supervising faculty for student teachers. Communication between the faculty of the School of Education and their gradu- ates is good.

Nevertheless, as this section of the self-study suggests, higher education is still being called on to become more actively involved in precollegiate educational partnerships. In an age when over sixty-nine percent of high school graduates are matriculating in college (the good news), but more than twenty percent of those going to regional universities and sev- enty-five percent entering the Community College system now require remediation, higher education in Indiana has a direct interest in enhancing college readiness, particularly if their goals, like IU South Bend’s, include raising both retention and timely college completion rates (see the campus discussion of collegiate readiness of the campus incoming students in [Chapter 5, Criterion Three](#_bookmark19).)

##### School-College Connections at IU South Bend: The Advance College Project (ACP)

One of our high-school-to-college success stories is the [Advance College Project (ACP)](http://www.iusb.edu/~sbacp/). IU South Bend’s Advance College Project (ACP) is an academic collaboration between the university and twenty area high schools in Indiana and one in Michigan. The IU South Bend ACP Director serves both South Bend area high schools, and, as of 2005, IU-PU (IPFW) and Fort Wayne high schools. The program reaches out to students in area high schools in order to connect them to the university. Academically qualified students (upper half of their class) take courses for college credit at their high school, during their regular class day. These courses are taught by the students’ high school teachers who have been carefully selected and who have participated in extensive ACP teacher training seminar programs and are given adjunct lecturer status with Indiana University. At IU South Bend, students may enroll in courses in English, Mathematics, History, Biology, Chemistry, Phys- ics, Political Science, Spanish, French, or Education (see Table 7.4 for program details). Of-

ten, students who complete ACP courses go on to matriculate at IU South Bend, another IU campus or over 500 other colleges and universities nationwide. In previous years, as many as 115 former ACP students have been enrolled in some form of undergraduate or gradu- ate program on our campus. Statewide, approximately forty-nine percent of ACP students matriculate to an IU campus.

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Fall Enroll- ment | Number Sec- tions | Number Teachers | Number Schools | Number Credit Hours |
| 2000 | 32 | 28 | 17 | 1,612 |
| 2001 | 37 | 30 | 16 | 1,321 |
| 2002 | 28 | 23 | 16 | 1,120 |
| 2003 | 34 | 29 | 16 | 1,086 |
| 2004 | 46 | 34 | 17 | 1,508 |
| Table 7.4 ACP Enrollment Sum- maries, 2000-2006  (Source: ACP Director) |
| 2005 | 47 | 32 | 15 | 1,753 |
| 2006 | 52 | 39 | 20 | 2,037 |

In 2006–07, all nine IU campuses participated in ACP. Of the regional universities only, IU South Bend had its own ACP program Director, its own separate OPEID number, and local training including mentoring for area high school teachers selected as ACP program

instructors. Although ACP at IU South Bend remains linked with the IU Bloomington pro- gram, the IU South Bend ACP program was independently accredited in spring 2007.

ACP is situated within the College of Liberal Arts & Sciences (CLAS). The ACP program consists of a Director, who reports directly to the Dean of CLAS, and a secretary who pro- vides fifty percent clerical support for the ACP program (with the remaining time given to another department). The IU South Bend ACP Director has a seventy-five percent adminis- trative appointment and a twenty-five percent teaching appointment.

Indiana University’s ACP concurrent enrollment program (offering both college and high school credit) is based on the Syracuse University Project Advance model. As new schools are brought into the ACP program, educational opportunities for the college-bound stu- dents expand. By their own testimony on program surveys, high school students’ primary reasons for enrolling in ACP courses have included the desire to get a head start in col- lege; the ability to earn both high school and college credit; the opportunity to learn what a college course is like; the expectation that the course would provide more individualized instruction in the high schools; and the chance to test their own ability to do college work.

ACP program evaluation and assessment information has been maintained for all of the IU ACP campuses by IU Bloomington. However, commencing in 2006-07, IU South Bend ACP will also maintain evaluation and assessment information for its ACP program. The IU South Bend ACP program utilizes a range of evaluation methodologies to track pro- gram and student success, including subsequent participation and retention in a range of IU South Bend undergraduate majors. A recent survey of ACP students conducted by the campus Institutional Research office showed excellent rates of persistence, affirming that presenting collegiate challenges in precollegiate settings is a win-win strategy. These re-

sults correlate well with national studies on student engagement (the foundation for surveys such as NSSE.)

It seems clear that offering pre-collegiate dual credit opportunities is an effective strategy to prepare and to recruit well-qualified students prepared to attain collegiate success. At the same time, it offers a valuable vehicle to refresh and draw on the background and skills of experienced secondary school teachers. It encourages colleague-to-colleague interaction between area secondary school teachers and IU South Bend faculty in Liberal Arts and Sci-

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ences and the Raclin School of the Arts. Expanding ACP participation and developing other programs which foster high school–university collaboration could make IU South Bend a regional hub for educational connections.

##### Instructional Resources for the Community: The Schurz Library and the Educational Resource Commons (ERC)

Since their establishment on the present riverside site, the IU South Bend Franklin D. [Schurz Library](http://www.iusb.edu/~libg/) and the [Educational Resource Commons (ERC)](http://www.iusb.edu/~libg/erc/) have been essential to the citizens of Michiana and beyond. The Library encourages the use of the collections and services in many ways. An Indiana University Library borrowing card will be issued free of charge to first time borrowers who are residents in the state of Indiana or the Michi- ana area. Nearly all items in the general and government publications collections may be checked out with the borrower’s card. The circulation period for unaffiliated users is thirty days for most materials.

Non-affiliated users may also use most Library services including requesting assistance from the reference librarians. Full Internet access is available in the Library’s Reference Room with a guest account, which can be checked out at the Circulation Desk. Many elec- tronic resources, including [IUCAT](http://www.iucat.iu.edu/authenticate.cgi?status=start) (the Indiana University Libraries Online Catalog) are accessible from remote locations using the Library’s homepage. Requests may be submitted for books or journal articles not available at the Schurz Library. The Library will attempt to borrow these items only if available free of charge from another library.

Besides offering a wide range of services to individual citizens, the IU South Bend Schurz Library and ERC also invite classes and community groups to use their resources. However, due to space and staffing constraints, arrangements must be made in advance and the Li- brary and/or the ERC may not be able to accommodate groups on their preferred date. High school teachers, in cooperation with their high school librarian, are encouraged to bring their students to the Schurz Library for research. The high school librarian’s participation in these visits is strongly encouraged. Home schooled groups are also invited to use the Schurz Library’s resources. Arrangements must be made at least one week in advance with the Coordinator of Library Instruction. Upon request, the librarians will offer, at no charge, a brief instruction session and overview of the Schurz Library.

It is assumed that instructors at other institutions of higher education will first work with the librarian at their home institution. If the IU South Bend Library/ERC has specialized resources needed by classes that are not available at the other institution’s library, instruc- tors, in cooperation with their institution’s librarian, may contact the IU South Bend Co- ordinator of Library Instruction to make arrangements for a class visit. There will be no charge when such arrangements have been made.

If the institution has no on-site library or has insufficient resources to support their cur- riculum, contractual agreements could be made between that institution and IU South Bend (with appropriate compensation) for more extensive use of the library resources and ser- vices at IU South Bend. These arrangements must be made with the IU South Bend Office of Academic Affairs. If no contractual agreement has been made, an instructor from an institution without an on-site library may contact the Coordinator of Library Instruction to discuss possible alternatives.

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As an outreach program to engage with the community and enhance academic opportunities in the Michiana region, the Franklin D. Schurz Library offers instructional programs for pre-collegiate students Such visits have enhanced the learning experience of high school students enrolled in Advanced College Project (ACP) W131 (Freshman Composition) ses- sions. The Library has also served several other non-ACP high school classes. In addition, the Library provides instruction on library use for approximately five to six classes per

year from the South Bend English Institute, which provides pre-collegiate language school instruction to its international students (see Table 7.5).

|  |  |  |
| --- | --- | --- |
|  | **Year (July-June)** | **No. of Class Visits** |
| 2000-01 | 17 |
| 2001-02 | 9 |
| 2002-03 | 5 |
| 2003-04 | 9 |
| 2004-05 | 9 |
| Table 7.5 Instructional Programs for Non-IU South Bend Students (Source: Schurz Library) |
| 2005-06 | 8 |
| 2006-07 | 10 |

The librarians at IU South Bend also have welcomed the opportunity to introduce commu- nity groups (not affiliated with high schools or colleges) to the academic resources available on a variety of topics, through their [Guest Policy](http://www.iusb.edu/~libg/services/guestpolicy.shtml). Generally, this service is offered at no charge.

##### Outreach Programs in the School of Business and Economics

At IU South Bend, there are two centers operating in the School of Business and Econom- ics, with a third in the planning stages. The [Bureau of Business and Economic Research](http://www.iusb.edu/~bber/)  [(BBER)](http://www.iusb.edu/~bber/), also used as an example of campus-community partnership earlier in the chap- ter, continues to provide business and economic expertise to government, business and non-profit organizations in the Michiana community. The center maintains a database of local economic indicators, publishes a quarterly newsletter on the local economy (Michiana Business), conducts research on local and regional issues, and serves as a vital information source on regional economic activity.

The Center for Economic Education works to increase economic literacy in north central Indiana. The center helps prepare young students to become informed and productive citizens by increasing their knowledge of economics. It organizes and supports activities designed to creatively integrate economics into the K-12 educational experience, regularly offers instructional workshops and a graduate college-credit summer course for K-12 teach- ers, and offers support and services to economics educators in grant writing, curriculum development, and K-12 classroom resources.

In May 2007, the School announced that it had received a donation of $475,000 from CTS Corporation to create a new center, the CTS Center for Experiential Education, which is designed to actively engage students in authentic learning experiences that will complement their traditional education. The center will focus on developing the school’s resources for experiential education, including supporting faculty in integrating more active learning into

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their courses and connecting students to the local business community through practicums, internships, and other field experiences.

##### Outreach Programs in the College of Liberal Arts and Sciences

The [Civil Rights Heritage Center](http://www.iusb.edu/~civilrts/) in the College of Liberal Arts and Sciences is a learning center, a center for activities and programs, a center for research, and a center for informa- tion. The Center operates on a partnership basis, with students and faculty from IU South Bend providing most of the programming, and representatives from local agencies and organizations providing community connections and giving guidance for the most effective ways to fulfill its mission. The Center sponsors the Oral History Project which investigates the local origins of the Civil Rights Movement by conducting oral interviews and by col- lecting, organizing, and documenting materials on local African-American history. In addi- tion, the Project plans to include the collection and preservation of the history of the Latino and other Spanish-speaking communities in North Central Indiana in its future efforts.

## STRENGTHENING EDUCATIONAL CONNECTIONS: CONTINUING EDUCATION

[Extended Learning Services](http://www.iusb.edu/~extendsb/) offers an extensive collection of [personal interest non-credit](http://www.iusb.edu/~cted/fall/Art%26Humanities.htm) courses in the areas of Arts & Humanities, History, Home & Garden, Home Maintenance, Interior Design, Personal Finance, Photography, Sports & Recreation, Travel, and Health and Wellness. Some notable recent additions have been a series of home repair workshops for women, studio arts classes offered in collaboration with the Studio Arts Center in South Bend, and a course on [Understanding the African-American Experience: Teaching the Un-](http://www.iusb.edu/~cted/fall/underground.htm#Understanding_the__African_American_Experience_) [derground Railroad](http://www.iusb.edu/~cted/fall/underground.htm#Understanding_the__African_American_Experience_). This course taught by a community leader and an IU South Bend Psy- chology professor toured sites in Indiana, Kentucky and Ohio which were connected to the underground railroad. Extended Learning Services is trying to encourage more non-credit offerings provided by academic departments through a seventy/thirty revenue sharing formula. The department offering the non-credit course or continuing education unit course would receive thirty percent of the net revenue from that course.

Extended Learning Services also offers two different types of [E-learning](http://www.iusb.edu/~cted/online.htm), on-line courses: web-based interactive career development courses and instructor-facilitated courses. The web-based courses are provided by Gatlin Education. The courses are self-study with books or materials and an instructor assigned to handle student questions and problems. Students have six months to complete these programs. The instructor-facilitated courses are of- fered in partnership with Education To Go, a division of Thomson Learning, Inc. Students can choose from a variety of courses in both career areas and personal enrichment. These courses run for six weeks, with two lessons issued each week.

##### Meeting the Needs of Licensed Professionals: Present and Future Possibilities

IU South Bend offers a number of programs to continue, refresh, and expand the continu- ing education opportunities for licensed professions. Perhaps the most visible of these are the graduate level workshops, courses, and degree programs offered by the School of Edu- cation for area teachers of all levels. The School of Business and Economics offers a range of post-baccalaureate courses and advanced degree programs for professionals seeking to expand the skills of accountancy and people desiring to advance to an MBA degree. Nurs- ing and Health Professions programs prepare and support professional education. Although

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College of Liberal Arts and Sciences programs do not ordinarily produce licensed profes- sionals in the disciplines, IU South Bend certificate and graduate programs in the humani- ties, social sciences, and sciences enable students to receive additional training to take advantage of new professional opportunities and challenges.

The Business and Industry Services area of Extended Learning Services offers [customized](http://www.iusb.edu/~cted/inhouse/In-House%2004.htm)  [in-house training and consulting services](http://www.iusb.edu/~cted/inhouse/In-House%2004.htm) to local businesses, non-profits, and other institu- tions of all sizes. Training can be offered on-site or at the South Bend campus or Elkhart center and is available in a variety of formats: one or two day workshops, a multiple session course, or professional certificate programs involving more extended training. From 2000- 2005, this division provided services to 1,278 companies—either through programming

on our campus or through customized training held on-site at the company. Trainings are available in the following areas: office management, computer training, human resources certificate, communication skills, business writing and presentations, bookkeeping, budget and finance, leadership training, not for profit leadership training, production and inventory control, purchasing, medical office training, quality management, and supervisory manage- ment. In addition the unit offers continuing education courses for healthcare professionals (dental assisting, nursing), teachers, accountants, state police, counselors, social workers, and corrections workers. Responsibilities for programming have been assigned to program managers according to the population their programs serve, i.e. Business and Industry, Healthcare Industry, Community Service Agencies including School Systems, Government Agencies and Computer and Technology Training.

Synergy has developed with our Development Office which uses their fund-raising visits with local businesses to advertise our training services and to get new referrals for Ex- tended Learning Services. In 2006, Extended Learning Services completed a Workforce- One Strategic Skills Initiative grant to identify critical gaps that needed to be filled in the workforce. The grant identified nursing needs and supervision training needs as the most important areas in which to offer services for the coming year. To meet the nursing need, Business and Industry Services is working in partnership with the Division of Nursing and Health Professions programs on campus to create a professional development institute for healthcare providers. A second initiative involves the development of weekend workshops to earn continuing education units for professionals who need to renew licensure. This project will be conducted in partnership with the campus Counseling and Psychology programs.

## FOSTERING SEAMLESS PATHWAYS TO A COLLEGE DEGREE: COURSE TRANSFER AND ARTICULATION AGREEMENTS

In keeping with its mission to engage area students in meaningful collegiate preparation, study, and degree completion, IU South Bend has long been engaged in facilitating the transfer of course credits for individual students and encouraging students earning associ- ate degrees at accredited regional two-year institutions to attain bachelor’s degrees at IU South Bend.

##### Formal Articulation Agreements Since 2000

IU South Bend’s course and credit transfer agreements have grown exponentially since the previous HLC re-accreditation. Articulation initiatives have included enabling recent college graduates to pursue advanced degrees through IU South Bend’s School of Business and

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Economics. In February 2001, IU South Bend’s School of Business and Economics entered an articulation agreement with Goshen College. This agreement stipulates the condition under which graduates of Goshen College who have completed a four year degree in Busi- ness Administration with a concentration in accounting will be admitted to the Master of Science in Accounting Program at IU South Bend.

In response to a new Indiana law promoting post-baccalaureate teacher certification, IU South Bend entered into a collaborative project with two area liberal arts colleges. In 2002, Goshen College, Saint Mary’s College, and IU South Bend formed a cooperative Transition to Teaching consortium to ensure, in compliance with the Indiana Legislature’s SB 166, Proposed Rule LSA Document No. 01–171, program accessibility to qualified applicants who wish to receive a Transition to Teaching license in elementary, special or secondary education.

##### Linking IU South Bend and the Indiana Community College System

At the time of the last HLC team visit, the state of Indiana had no system of public com- munity colleges. The Indiana Commission for Higher Education (ICHE) proposed to create such a system, spurring active debate between the Commission and state public universities, whose regional campuses had the tacit responsibility to offer associate degree programs to Indiana citizens. The debate ended when the proposal became a reality in 2000. Implementa- tion of a community college system in Indiana began in 2001.

In responding to the community college system, IU South Bend has affirmed the desirability of promoting seamless pathways to completion of baccalaureate degrees for public commu- nity college graduates. At IU South Bend, articulation and course equivalencies are handled by the office of the Associate Vice Chancellor of Academic Affairs. Courses are evaluated for equivalency by the faculty in the relevant academic units. Course equivalency tables are updated regularly. In addition to course equivalencies, IU South Bend and Ivy Tech Com- munity College have negotiated a number of articulation agreements (see Table 7.6). These articulation agreements demonstrate the establishment of bridges between Ivy Tech’s asso- ciate degree programs and the BA/BS degree programs at IU South Bend. They also testify to the positive climate of cooperation and mutual support that promises to benefit students in north-central Indiana public institutions seeking baccalaureate degrees.

|  |  |  |
| --- | --- | --- |
| **Year** | **Ivy Tech Associates Degree** | **IU South Bend Degree** |
| 2002 | Associate of Science in Criminal  Justice | Bachelor of Science in Criminal  Justice |
| 2003 | Associate of Arts in History | Bachelor of Arts in History |
| February 2004 | Associate of Science in Education, Social Studies or Foreign  Languages | Bachelor of Science in Education, Social Studies or Foreign  Languages |
| May 2004 | Associate of Arts in Psychology | Bachelor of Arts in Psychology |
| June 2004 | Associate of Science in  Biotechnology | Bachelor of Science in Biology or  Chemistry |
| June 2005 | Associate of Science in  General Studies | Bachelor of General Studies |

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|  |  |  |  |
| --- | --- | --- | --- |
|  | 2006 | Associate of Science in Nursing | Bachelor of Science in Nursing |
| May 2006 | Associate of Science in Accounting | Bachelor of Science in Business Administration, concentration in  Accounting |
| Spring 2007 | Associate of Science in Business  Administration | Bachelor of Science in Business  Administration |
| Spring 2007 | Associate of Science in Computer Information Systems, Information  Technology focus | Bachelor of Science in Computer Science |
| Spring 2007 | Associate of Arts in Mathematics | Bachelor of Arts in Mathematics and Bachelor of Science in  Mathematics |
| Spring 2007 | Associate of Arts and Associate  of Science in English Composition | Bachelor of Arts in English |
| Spring 2007 | Associate of Science in Sociology | Bachelor of Arts in Sociology |
| Table 7.6 Articulation Agreements with Ivy Tech Community College of Indiana (2000–2007)  (Source: Academic  Affairs) | Spring 2007 | Associate of Arts in Life and  Physical Science | Bachelor of Science in Chemistry |
| Spring 2007 | Associate of Arts in Foreign  Language, Spanish | Bachelor of Arts in Spanish |
| June 2007 | Associate of Fine Arts in Visual  Communication | Bachelor of Fine Arts or Bachelor  of Arts in Fine Arts |

##### Other Higher Education Collaborations at IU South Bend

In addition to course equivalencies and articulation agreements with Ivy Tech Community College, IU South Bend has fostered strong relationships with other local colleges and uni- versities. The following is a list of some of these agreements:

* Indiana Purdue Fort Wayne and IU South Bend signed a 3–2 dual degree arrange- ment, Physics + Engineering fall 2004. For this dual degree students are required to take at least three years of study at IU South Bend, or the equivalent, followed by at least two years of study at Indiana Purdue Fort Wayne, The terms are described in the articulation agreement which was signed 20 September 20 2004.
* Representatives of Japan College of Foreign Languages and IU South Bend signed an agreement on Educational Collaboration December 2005. The agreement is to in- crease study abroad opportunities for Japan College of Foreign Languages students.
* Lake Michigan College and IU South Bend signed an agreement so that students who complete an Associate in Arts (A.A.), Associate in Science (A.S.) Associate in General Studies (A.G.S.), or an Associate in Business Administration (A.B.A.) may transfer sixty credit hours to IU South Bend. This agreement was signed on 31 August 2004.
* Purdue University Calumet and IU South Bend signed a 3–2 dual degree arrange- ment, Physics + Engineering on 13 August 2004. For this dual degree students would be required to take at least three years of study at IU South Bend, or the equivalent, followed by at least two years of study at Purdue University Calumet. The terms are described in the articulation agreement.

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* Vincennes University and IU South Bend have articulated a number of associate degrees from Vincennes University to the appropriate bachelor’s degree program from IU South Bend. These degrees include the A.A. degree from Vincennes with the following concentration areas: English, History, Liberal Arts, Philosophy, Politi- cal Science, Pre-Law, Psychology and Sociology. The A.S. degree from Vincennes with concentrations in English, History, Liberal Studies, Political Science, Psychol- ogy, and Sociology articulate with the Bachelor of General Studies degree from IU South Bend. The A.S. in Pre-Law articulates with the B.A. degree in Political Sci- ence from IU South Bend. The following articulation agreements for the transfer of credit from Vincennes University’s associate degree programs into bachelor degree programs at IU South Bend were signed and updated June 2007: AA in English to the BA in English; AA in Liberal Arts with a Modern Language Concentration to the BA in World Language; AA in Mathematics to the BA in Mathematics, AS in Chemistry to the BS in Chemistry, AA in Psychology to the BA in Psychology, AA in Philosophy to the BA in Philosophy, and the AS in Business Administration to the BS in Business Administration.
* Representatives of Vincennes University and Indiana University School of Nursing (System Wide) signed an articulation agreement 3 August 2006 for the transfer of the Associate of Science in Nursing (A.S.N.) degree to the Bachelor of Science in Nursing (B.S.N.).

##### Future Articulation Issues: Evaluating and Promoting Student Success

Understandably, in the short time since the Community College initiative was adopted, IU South Bend has focused considerable attention, time, and effort on negotiating and imple- menting these multiple course and credit transfer and degree articulation agreements

and policies. In the coming years, however, the campus must face several challenges that have already surfaced in the process. While promoting discussions of curriculum among the state’s public colleges and universities is a worthy outcome of the ICHE mandate, the ultimate success of these transfer and articulation agreements must be measured by student learning and academic success. There is need to systematically assess the outcomes of these agreements as registered in the transition, academic performance, persistence, and gradua- tion rates of students transferring to IU South Bend from other Indiana public institutions. Thus far, IU South Bend tracks fall cohorts of Ivy Tech students. This information is sent to the local Ivy Tech campus annually.

For example, in 2004, a review of Ivy Tech transfers in English courses at IU South Bend showed that the students in the Ivy Tech fall cohort achieved grade point averages in fall 2002 of 2.5, fall 2003 of 2.8, and fall 2004 of 3.3. In 2005, a similar study was done for the School of Business and Economics. This information showed that the fall 2002 Ivy Tech co- hort achieved a 2.42 gpa in all business courses, the fall 2003 cohort a 2.46 gpa, the fall 2004 cohort a 2.86 gpa, and the fall 2005 cohort a 2.04 gpa. The data became the basis for the articulation agreement between IU South Bend and Ivy Tech in business administration. In the future, IU South Bend needs to review its articulation agreements and provide feedback to its local community colleges on the success of their intercampus transfer students.

IU South Bend has already addressed one potential problem—assisting intercampus trans- fer students in meeting the new campus-wide General Education requirements. In spring

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2007, the IU South Bend Academic Senate passed a policy governing the General Educa- tion course requirements for all transfer students who arrive with fewer than fifty-six credit hours. While maintaining the integrity of the new General Education curriculum, this policy will also facilitate the transferability of introductory courses between public colleges and universities mandated by the Indiana University Board of Trustees. IU South Bend also initiated a workshop for academic advisors at IU South Bend and at Ivy Tech Community College. At this annual event, not only are changes in academic requirements discussed but the workshop gives faculty and staff members at each institution an opportunity to become acquainted with one another.

In their new Strategic Plan, adopted in June 2007, the Indiana Commission for Higher Edu- cation (ICHE) continues to focus on the mission of regional universities. While acknowl- edging the importance of institutional distinctiveness, the strategic plan places still more emphasis on developing course equivalencies, suggesting possible shared syllabi or other forms of standardization of introductory (general education) courses. While some of these suggestions have even spurred debate within the Commission, it is clear that the ICHE will continue to pursue initiatives to enforce the community college mission. This offers IU South Bend an opportunity to help the higher education community perceive and define the vital role regional universities are poised to play in America’s educational future.

## PROMOTING DIVERSITY THROUGH ENGAGEMENT

Promoting and enhancing diversity in the classroom, campus, and community is one of the strategic priorities and core values of IU South Bend. The student body exemplifies diver- sity—diversity in age, ethnicity, educational background, family and work obligations, and aspirations.

The 2005 Strategic Plan defines diversity in the broadest terms: “The variety created in any society by different social locations, different point of view, and different ways of making sense out of the world comprise ‘diversity.’ Diversity includes, but is not limited to: race, ethnicity, culture, gender, sexual orientation, age, (dis)ability, religion, social class, and stra- tus as a first-generation college student. Diversity includes all of us.”

This broad commitment to diversity has characterized our strategies of engagement and service. The university recognizes the diversity of the student body by providing both merit- and need-based scholarships and by inviting community participation in a wide va- riety of educational, cultural, and civic programs held on the campus. Over the years, these co-curricular connections have also had an impact on campus curricular directions. Other diversity initiatives include:

* The campus supports a range of student clubs through the office of Student Life and has provided space for authorized special interest groups, including the Gay- Straight Alliance, to organize campus events
* International Programs has brought visiting artists and international Fulbright scholars to IU South Bend, and has sponsored programs by our international stu- dents to introduce their cultures (and sometimes their cuisine) to members of the campus and community. IU South Bend has also been offering special summer oppor- tunities for our “native” students to study abroad. (See full discussion in [Chapter 5](#_bookmark15).)

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The [Women’s Studies Program](http://www.iusb.edu/~wmns/) at IU South Bend is a good example of how the campus engages with diversity. Founded in the late sixties as one of Indiana University’s first academic women’s initiatives, the program’s early leaders were particularly attuned to the needs of women first entering the workplace—a concern they explored in a course featur- ing appearances by women pursuing a range of professional careers—medicine, journalism, architecture. Area women were encouraged to sit in on lectures from women professionals, which opened the university door for many of them to pursue college study. Today, the pro- gram offers a Woman’s Studies major, preparing its graduates both for further scholarship and for community engagement through its required practicum. The community continues to take part in the many co-curricular lectures and presentations sponsored by the program, including an annual student production of The Vagina Monologues, a fund-raiser to sup- port non-violence organizations.

##### Minority Enhancement through Campus and Community Diversity Initiatives

IU South Bend has been particularly attentive to the representation and academic success of African-American and Hispanic students, who make up the largest cohorts of underserved populations in our region. The campus has received strategic support from both the Lilly Endowment and the Lumina Foundation to support educational attainments for these ethnic minorities. The [Office of Campus Diversity](http://www.iusb.edu/~cdiverse/index.shtml) has as its primary goal building multi-cultural competency on the campus and in the community. One of the most celebrated commu-

nity-campus programs sponsored by this office is [“Conversations on Race.”](http://www.homepages.indiana.edu/2007/02-09/story.php?id=1120) This nationally recognized program has brought speakers such as syndicated columnists Roberto Rodri- guez, Patrisia Gonzales and Clarence Page, acclaimed scholars Manning Marable and Carol Swain, Olympian Billy Mills, Congressman John Lewis, and activist Arun Gandhi to campus.

The Office of Campus Diversity also sponsors an annual celebration of Hispanic Heritage Month, and has organized special programs for Asian students in cooperation with Inter- national programs. In 2006, the office began sponsoring another very well-attended campus and community event, The [Black Man’s Think Tank](http://www.iusb.edu/~sbocm/jan07/tank7.shtml).

Another important office for enhancing minority achievement on our campus is the [Office](http://www.iusb.edu/~mce/)  [of Multicultural Enhancement](http://www.iusb.edu/~mce/), which was created to help potential or incoming minority students “make the academic connection.” Further discussion about this office’s activities can be found in [Chapter 5, section 5.3](#_bookmark13).

##### From Classroom to Community: The Civil Rights Heritage Project

One of the best examples of a project at IU South Bend which has promoted our goals for both enhanced diversity and campus-community engagement is the Civil Rights Heritage Center. The Civil Rights Heritage Center is involved in a number of projects that link the campus and community:

* Co-curricular: The Civil Rights Heritage Center sponsored a living history project, training students to gather oral histories and artifacts from the local community, thus promoting a better understanding of race relations, social change, and minor- ity achievement, as well as preserving local history. The Center has received addi- tional funding from local foundations. Presentations of findings have been made to local organizations. Although not its intended purpose, the Oral History Project has become an important repository for local African American history.

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* + Curricular: The History Department and Civil Rights Heritage Center sponsor a “Freedom Summer” course in alternate years, in which students drawn from cam- pus and the community tour Southern sites associated with the history of the Civil Rights Movement.
  + Community Partnership: The Civil Rights Heritage Center project will soon be extended into a community site, the Natatorium, which through a community foun- dation grant and the co-sponsorship of civic organizations, is being rehabilitated

to serve as a neighborhood history center staffed by IU South Bend faculty and students.

##### Additional Campus Diversity Initiatives

Other initiatives to enhance diversity at IU South Bend include the on-campus Book Club, and off-campus Diversity Reading program. The first brings together IU South Bend students, faculty and staff to read and discuss current books promoting understanding of multicultural issues. In the second program, IU South Bend students work with community school children, encouraging them to read about a variety of American cultures. The Sum- mer Leadership Academy brings together high school seniors in an English course (for high school, college, or dual credit) which emphasizes study skills and language proficiency; the majority of students completing the Academy program go on to matriculate at IU South Bend or another university. IU South Bend also supports a cohort of [21st Century Scholars](http://www.iusb.edu/~sbinfo/mcefaq.shtml#scholars), a state initiative to promote college for Indiana minority students who have signed a con- tract as pre-collegiate students, agreeing to maintain high academic and personal standards, and who then attend college on state-funded scholarships.

The Director of the Office of Campus Diversity, as well as other IU South Bend staff and faculty members, have also taken leadership roles in IU’s university-wide diversity pro- grams. In 2006–07, a team of IU South Bend faculty and staff appointed by the Vice Chan- cellor of Academic Affairs participated in a statewide initiative, in which they were paired with a team of colleagues from IU Southeast to observe and evaluate one another’s plans to promote the success of minority students, faculty, and staff at IU campuses. Results of that project should accelerate IU South Bend’s progress in developing a long-range Diversity Plan, one of the recommendations of the 2005 Strategic Plan.

##### Future Issues: Evaluating Campus Diversity Efforts

Just as the campus climate for diversity has improved through multiple programs and campus-community engagement, IU South Bend has also made important gains in enhanc- ing minority enrollment by intensifying efforts as part of the campus [Enrollment Manage-](http://www.chancellor.iusb.edu/enrollment-plan.pdf) [ment Plan](http://www.chancellor.iusb.edu/enrollment-plan.pdf). Significantly, our recruitment efforts for minority students have often involved academic skills enhancement, summer enrichment experiences, and transition to college programs. A second Lilly grant provided funds to enhance support services, which led to the on-campus and outreach programs. The success of these efforts has been registered in some growth of African-American enrollments. Similarly, the Lumina grant creating the Office

of Multicultural Enhancement funded a Hispanic recruiter who has established closer links with the area’s fast-growing Hispanic community.

The more positive campus climate for diversity, supported by the growing representation of minority students, has also been accompanied by new curricular initiatives created since the

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last Consultant-Evaluator team visit. A new diversity course requirement in our new Gen- eral Education curriculum has stimulated the design of additional diversity course offerings for undergraduates in many disciplines. Faculty in several disciplines have also created an interdisciplinary African-American studies minor which promotes cross-campus discussion and support for related co-curricular activities. Films, concerts, and cultural organizations enrich the college experience of all our undergraduates.

Another outcome of IU South Bend’s minority enhancement efforts has been an expan- sion of campus-community communication. The community has played an important role in shaping, determining, and supporting these activities. The Office of Campus Diversity has involved community members in advising, planning, and offering feedback on various events. The committees planning “Conversations on Race” always include representatives from community agencies including The *South Bend Tribune*, an early program sponsor. The Black Man’s Think Tank has created another campus context for community interaction. In response to community suggestions, special youth leadership programs have become part

of the “Conversations,” and literally hundreds of high school students have come to IU South Bend for pre-conference sessions on diversity issues. “Conversation” events have also included Poetry “Slams” bringing together area high school and college students.

Two major challenges face IU South Bend in its goal to promote minority attainment. Re- tention and degree completion rates of minority students continue to lag behind the reten- tion and completion rates of the campus as a whole. Spurred by local, state, and national studies that continue to record significant achievement gaps for minority college students, IU South Bend has been especially concerned about the effectiveness of programs to sup- port and enhance educational achievement. Some of the programs with positive outcomes, like the Summer Leadership Academy, have thus far served only a small number of students. IU South Bend has begun to track the academic progress of 21st century scholars, as well as student graduates of our transition to college programs. It remains unclear which stu- dent support strategies and early intervention programs actually are effective.

This leads to the second challenge: how to evaluate campus diversity initiatives. This chal- lenge is complicated by the range and scope of existing programs, sponsored by different offices and departments, and involving many different kinds of activities, both curricular and co-curricular. Taking stock of this complex mix of diversity enhancement programs provides a mixed picture of institutional progress. For example, measuring attendance and audience satisfaction with a particular program does not provide clear direction about set- ting future priorities.

Opening our campus to broader community participation is a welcome step; the commu- nity’s participation tells us that they value the events the campus sponsors. An even more positive trend is visible in the growing numbers and percentages of minority students. On the other hand, persistence and graduation data present a more discouraging picture of minority student success.

It is evident that much energy and effort has been invested by this campus to meet its commitments to diversity. To move from individual project success to overall institutional improvement would involve making minority attainment a measurable part of the overall efforts of the campus Enrollment Management Committee. What are our campus diversity

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goals for the next decade? What programs need to be strengthened or introduced to close the attainment gaps? What potential constituent groups in the region remain underserved? Reopening these questions and gathering data through institutional research and environ- mental scanning would put the campus in a better position to determine how to invest its human and fiscal resources.

The 2005 Campus Strategic Plan called for the development of a strategic diversity plan. Thus far, efforts to implement that recommendation have been deferred, although campus support for diversity activities has continued to be strong. The stronger campus-community connections, the expansion and proliferation of diversity initiatives, and the opening of a new multi-cultural enhancement office with stronger ties to the Hispanic community have intensified the need for such long-range strategic planning.

Clearly, diversity remains a priority at IU South Bend, and promises to be increasingly im- portant in the campus future. The opportunity to search for and hire a new Vice Chancellor for Student Affairs and Enrollment Management should provide an excellent opportunity to take stock of existing resources and ready the campus for the future.

## INTEGRITY: PARTNERSHIPS, POLICIES, AND PRACTICES

Taken as a whole, Chapter 7 demonstrates IU South Bend’s institutional integrity in its ad- herence to its mission and promotion of its priorities. Promoting dialogue with the commu- nity, the campus expands its capacity to learn from, respond to, and anticipate community needs. Aligning service and engagement efforts closely with IU South Bend’s educational mission and purposes is an important way the campus keeps its promises as a comprehensive public university to the region it serves.

Pursuing our priorities for community engagement requires a high level of commitment from administrative leaders as well as from faculty and staff. The university demonstrates integrity by matching our commitment to teaching with the present and future needs of our students, developing engaging pedagogies to promote active learning, promoting seamless educational transitions not only between high school and college but also between two-

year colleges and four year universities. Integrity is also dramatized in our determination to evaluate and enhance our own success in meeting our goals, making use of the best and most appropriate tools to chart our progress and contribute to the lifelong learning of area

professionals. Fulfilling all of these commitments demands the highest level of institutional integrity.

This commitment means translating the now-standard campus pledges to support equal op- portunity and non-discriminatory practices from stock phrases and slogans into daily prac- tice. Demonstrating integrity in our community partnerships and our support for groups dependent upon the campus for their educational attainment may often mean moving out

of our own comfort zones to engage with new constituencies and promote their educational and individual success.

More specifically, IU South Bend demonstrates integrity of purpose in both forging and liv- ing up to the terms of campus-community partnerships. Integrity is also demonstrated by the responsible practices of our professional school students in areas such as nursing, dental assistance, accountancy, and by teachers in training at several levels, all of whom must

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bring their acquired skills to real world settings, developing and demonstrating the values of ethical practice. Similarly, the structure of student internships arranged through Career Services or under the aegis of individual departments includes an evaluation of the respon- sible and ethical practice demonstrated by the students who accept these opportunities. As representatives of IU South Bend, students are held to the high university standards and are expected to adhere to Indiana University policies, whether on or off-campus.

Key documents that outline faculty and student rights and responsibilities (e.g., the [Academic](http://www.iusb.edu/~acadaff/handbooks/Fachndbk98.html) [Senate Handbook](http://www.iusb.edu/~acadaff/handbooks/Fachndbk98.html) and [Constitution](http://www.indiana.edu/~ufc/enabling.htm), the [Indiana University Handbook](http://www.indiana.edu/~deanfac/acadhbk/), and the [Code of Stu-](http://www.dsa.indiana.edu/Code/) [dent Rights and Responsibilities)](http://www.dsa.indiana.edu/Code/) are essential to maintain a climate of integrity, setting the standards for performance and behavior. These documents also obligate the campus to update and communicate the policies they contain. Each of these handbooks are available to the members of the campus community on the web and in printed form. It is also the responsi- bility of the campus to communicate our practices and policies to community constituencies.

An outstanding example of the formulation and communication of campus policies is the newly-developed 2007 [Policy Manual of the Office of Special Events](http://www.iusb.edu/~special/Approved%20Events%20Manual%20July%202007.pdf). This document, posted on the web for campus and community information and referral, sets the rules and conditions for the use of campus facilities. The Policy Manual includes the current rules for using films in public programs, regulations regarding non-alcoholic beverages, and so on.

Meeting our commitment to diversity, an area in which actions speak louder than words, is also a way to demonstrate the integrity of our campus mission, values, and purposes.

Through programs organized by the Office of Campus Diversity to reflect on the Supreme Court decisions involving the use of race in admission to the University of Michigan law school, IU South Bend reaffirmed this mission and demonstrated its other commitment to provide forums for discussion of key issues to inform and engage our constituencies. IU South Bend is well-positioned to provide such balanced presentation of controversial issues through a campus environment that guarantees the freedom of expression discussed in [Chapter 6](#_bookmark23), Criterion Four as the foundation both of the university and of an open society.

Core Component 5d: Internal and external constituencies value the services the organization provides.

# Evaluating and Planning Engagement and Service

## PROMOTING PUBLIC ACCESS TO CAMPUS FACILITIES

Once a major campus concern, the improvement of IU South Bend facilities received posi- tive comments in the 2000 Consultant-Evaluator Team Report. Indeed, 2000 marked a new phase of development of the physical campus. Today, IU South Bend students, faculty, and staff are well-served by facilities designed to meet 21st century needs, with technologically- enhanced classrooms and space for student life and learning, faculty teaching and scholar- ship, and the creative activity that also distinguished our academic programs. The discussion that follows is more concerned with evaluating our success in promoting the dual use of campus facilities for our educational mission and our commitment to the community

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The mission and goals of the Office of Special Events were outlined in the earlier discus- sion of campus structures of engagement. This discussion focuses on how the office is achieving those goals, its strategies to evaluate the effectiveness of its one stop services, and some considerations for the future. In the narrative that follows, the review of the effective- ness of the Office of Special Events is a preamble to a discussion of the larger question raised by the Higher Learning Commission in this core component: how do our community and campus constituents value our engagement and service initiatives? Our response focuses on both external and internal strategies of evaluation and assessment.

First, beyond our own sense of which initiatives seem to be meeting our own goals, it is im- portant to learn how IU South Bend is valued by the community. Several community-based surveys and interviews conducted in recent years, associated with our strategic planning and self-study processes, suggest a need for more systematic evaluation strategies. Our new Office of Institutional Research can serve as an excellent resource, and plans have been dis- cussed to conduct an environmental scan and a comprehensive alumni survey.

The second challenge is to promote more comprehensive self-evaluation, focusing on a ques- tion at the heart of this chapter: How can IU South Bend better understand and evaluate the impact of our initiatives to promote engagement and service on student learning? For this question, NSSE, an assessment tool recently adopted by IU South Bend, may offer an entry point for future exploration. Finding and acting upon answers to that question will certainly influence our future directions.

##### Opening Campus Doors: The Impact of the Office of Special Events

IU South Bend’s facilities, as described earlier in this chapter, are designed to be used to advance our central instructional, scholarly, and creative mission. However, on an engaged campus, we are also committed to make these facilities available to the constituencies we serve. The first goal, developing facilities that promote and advance student learning, has been addressed by construction and renovation projects. Academic priorities will be promot- ed still further with the opening of the residential and recreational facilities on the south campus across the St. Joseph River.

The second goal, providing public access, was harder to achieve in previous years when our academic programs were not as well-housed. While that has changed, the perennial

problem of parking still restricts the size of groups that can use campus facilities while the university is in session, and students are competing for limited spaces. Demands of com- munity groups must always take second place to student and instructional demands, making availability and scheduling of resources a complex process. The Office of Special Events, organized to handle this complex issue, has also had the challenge of coordinating an array of service units (catering, security, maintenance, facility set-ups) as well as negotiating with campus units whose programs depend on the facilities most attractive to public groups: the SAC, the Art Gallery, and the Northside Hall and Wiekamp auditoria.

Coordination of facility use, and the cooperation of the other campus services that are the key to a well-planned campus event, have already made a significant difference in the acces- sibility of IU South Bend’s instructional facilities and meeting space for non-curricular and co-curricular users. A review of the office records shows an amazing variety of users since the office opened in 2004, from campus clubs to traffic school, from volunteer and job fairs

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to bridge tournaments. Those records, available for review in the Office of Special Events, provide a fascinating picture of campus-community engagement.

##### Evaluating the Office of Special Events

Echoing a theme highlighted in this self-study, one of the strategies to promote a high quality of service is systematic and continuous evaluation. This has included a compilation of requests as well as surveys of campus and community “client” evaluations and ratings on the services they have received. (These surveys are available for review in the Office of Special Events.) The Coordinator has taken on the task of record-keeping, program evalua-

tion, and creation of a frequently updated and reliable calendar of special on-campus events, posted and accessible on the campus web site. For the ten-month period 1 July 2006 to 30 April 2007, over 400 events including catering services were scheduled on campus. For

the 221 events scheduled through 22 December 2006 (an average of thirty-six events each month), seventy-three evaluations were received by the office. The average evaluation score was 8.9 (on a scale of 1 to 10, with 10 being excellent). Between 1 January and 30 April 2007, there were 193 events (an average of forty-eight each month) and the overall satisfac- tion score was 9.1 (with eighty-six evaluations returned). Clearly, constituent satisfaction with these services is high.

As these data suggests, the improvement in campus facilities noted by the last HLC visiting team is being matched by an improvement in coordinating and promoting their use. The Office is also tracking the number of programs which are utilizing food services. Table 7.7 tracks food service requests for facilities and catering by month over the past four years.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Month** | **2007** | **2006** | **2005** | **2004** |  |
| January | 33 (2)\* | 28 | 31 |  |
| February | 42 (9)\* | 21 | 36 |  |
| March | 63 (15)\* | 48 | 44 |  |
| April | 55 (21)\* | 37 | 61 |  |
| May | 63 | 35 | 22 |  |
| June |  | 23 | 18 |  |
| July |  | 16 (1)\* | 10 |  |
| August |  | 28 (15)\* | 27 | 23 |
| September |  | 43 (15)\* | 46 | 30 |
| October |  | 49 (19)\* | 38 | 43 |
| Table 7.7 Events with Catering (Numbers Per Month)  (Source: Office of Special Events) |
| November |  | 58 (13)\* | 58 | 50 |
| December |  | 27 (12)\* | 31 | 25 |

\* Note: Number of Temporary Food Service Permits approved is in parentheses

Usage records also indicate the range of constituencies using campus facilities—an Indiana governor and senator, individuals attending traffic school, participants of a business confer- ence, members of the arts community, and participants at pre-collegiate and inter-collegiate sport events. The facilities have also housed job and volunteer fairs, the Chancellor’s inaugu- ral, and one of the annual community-wide “Tribute to Women” luncheons.

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The 2005 [Strategic Plan](http://www.chancellor.iusb.edu/strategicplan.shtml) ends with a vision of an IU South Bend campus vibrant with activ- ity. Today, through the expansion of campus-community events and with the advent of new campus residences, the campus is on the verge of realizing that vision. The challenge for IU South Bend will be to continue the growth of its connections to the public and its constitu- encies without eroding educational programs.

## LEARNING FROM THE COMMUNITY: PERCEPTIONS OF IU SOUTH BEND

As this chapter has previously demonstrated, IU South Bend has solicited and welcomed feedback from its constituencies. Faculty, staff, and administrators have maintained con- nections with alumni and community members by serving in an advisory capacity, often as experts or consultants. The Chancellor frequently solicits informal feedback from faculty members and students. However, it is often the unsolicited or externally conducted evalu- ations that represent the most candid and revealing—and thus useful—information about ourselves.

One window on the community’s perceptions of IU South Bend is the Chancellor’s Office, where many unsolicited letters are received from local citizens, campus friends and campus critics, students and alumni, parents and pre-collegiate teachers, taxpayers and benefactors. All of them are reviewed, and many answered directly, by the Chancellor. Literally hun- dreds of community voices echo in these informal communications, sometimes (but rarely) in protest: academic grievances are forwarded immediately to the Office of the Associate Vice Chancellor of Student Affairs, who oversees the judicial review process. The letters to the Chancellor often reflect appreciation for acts of kindness or services rendered which go beyond mandated job requirements, reflections on the institution’s human face. (These files are available for review in the Chancellor’s office.)

In 2007, the campus is poised to initiate a major environmental scanning exercise as part of its process for strategic plan revision. The campus is also discussing designing and con- ducting an alumni survey in the coming year with a focus on evaluating how well IU South Bend has prepared our students to meet the challenges of the workplace and community, and instilled the habits of lifelong learning. The campus will benefit from such external perspectives.

Four examples of such external surveys and listening sessions, while not comprehensive by any means, suggest ways the community perceives and values IU South Bend. They include:

* Press-Ganey Survey (2000). Shortly after the HLC visit, the Chancellor provided seed money to a local firm that specialized in satisfaction surveys of health care recipients, inviting them to apply those techniques to the problem HLC had identi- fied: the lack of comprehensive strategic planning. The report contained the results of a brief survey of community leaders, soliciting their general perceptions of the campus. A consensus emerged that IU South Bend was a significant community asset, with an excellent faculty and programs. In 2000, community leaders were concerned about institutional visibility. Such comments confirmed previous feedback from community leaders who had claimed IU South Bend was the “best kept secret” of Michiana.

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* Campus Directions Committee Interviews (2001). The Campus Directions Com- mittee undertook the task of interviewing campus constituents and university and community leaders. Over 200 individuals provided feedback on campus strengths and challenges and suggested desirable qualities of the next Chancellor. The feed- back from these surveys was represented in a report to the campus and community, [*Foundation for the Future*](http://www.iusb.edu/~sbcdc/CDC_final_report.pdf), which also informed the Chancellor Search Committee prospectus and served to launch the strategic planning effort (See discussion in [Chapter 4](#_bookmark4)). One view that surfaced in the interviews with community leaders was that IU South Bend should become a community stakeholder; IU South Bend should play a larger leadership role in the community in the future. This remains a live is- sue for our campus leaders.
* Campus-Community Forum (2003). To launch the second year of the Strategic Planning process, the Campus Directions Committee organized a forum, inviting community and campus leaders to join in a discussion of the six priorities for plan- ning adopted by the committee. Meeting in a plenary session to review campus his- tory, and then breaking into small groups, campus-community participants placed stickers next to initiatives they felt deserved campus attention (they registered high interest in graduate degrees and diversity programs, both of which are being ad- dressed through current campus initiatives).
* Indiana Campus Compact Community Survey (2005–06). Through the former Community Links office, IU South Bend was a participant in a survey sponsored by the Indiana Campus Compact (ICC) and designed by IUPUI Professor and Service Learning pioneer, Robert Bringle. The point of the survey was to assess the impact of community service programs on perceptions of the university itself. Impact was measured in several ways, but the primary indicator was the community’s awareness of these service activities. The results were extremely disappointing for IU South Bend, whose constituencies seemed almost totally unaware of any of our activities to engage and serve the community. This unanticipated and possibly unwelcome message suggested that the Strategic Plan’s recommendation that the campus pub- lish an annual report on Community Partnerships and Engagement activities was well-founded.

## LEARNING ABOUT LEARNING: THE NATIONAL SURVEY OF STUDENT ENGAGEMENT

IU South Bend has relied on traditional strategies to evaluate our progress in realizing our aspirations as an engaged campus. But traditional course evaluations do not bring into focus the kinds of issues central to an evaluation of engagement and service at IU South Bend, including :

* How effective are the campus service, engagement, and outreach programs in pro- moting and advancing student learning?
* Could experiential learning become a distinctive feature of every IU South Bend undergraduate degree?
* What impact have such service learning and engagement opportunities had on stu- dents’ subsequent community service and civic engagement?

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* + Does IU South Bend have the resources, capacity, expertise, and (most important) the commitment to expand opportunities for engaged learning at IU South Bend?
  + Although the very presence of the many university-community programs and proj- ects described throughout this chapter collectively suggests IU South Bend faculty, students, alumni, and community partners are living out the campus commitments to engaged learning, can IU South Bend measure how well the campus is pursuing our mission?

Reflecting similar interests in the impact of engagement and service on student learn- ing, the 2005 Strategic Plan offered several recommendations to evaluate our programs in relationship to our mission and goals. The Strategic Plan strongly recommended that to

assess student learning and institutional progress, IU South Bend should adopt the National Survey of Student Engagement, a nationally normed survey instrument that seeks data

on the major levels of collegial engagement from students themselves. The university has implemented this recommendation since the last HLC campus visit, and it has become part of the assessment repertoire of the Office of Institutional Research. The fact that every IU campus is a part of the 600-plus group of national collegiate participants suggests possibili- ties for intercampus IU comparison and fruitful dialogue.

NSSE was developed after a series of research reports which identified out-of-classroom experience as a seemingly-silent but highly influential partner in student learning, reten- tion, and college completion. Briefly, the NSSE instrument asks freshman and senior college students about their own perceptions of their engagement in various levels of their college experience. To capture both initial perceptions and retrospective ones, the survey is admin- istered each spring to first-year students and senior college students. IU South Bend has also used the complementary companion surveys, FSSE— faculty perceptions of the same issues—and BCSSE—the “before college” group, who are asked to compare their engage- ment in high school with their expectations of college experience.

It is important to note that NSSE defines “engagement” as does the Higher Learning Com- mission (and as it is defined in this chapter) as broader than service, and an essential dy- namic of learning that spans campus and community boundaries. This is evident in the five benchmarks around which NSSE questions are grouped:

* + Level of Academic Challenge
  + Student-Faculty Interaction
  + Supportive Campus Environment
  + Active and Collaborative Learning
  + Enriching Educational Experiences

As NSSE beginners, IU South Bend faculty members, with the aid of the IR office, have begun to establish the benchmarks that will serve as the baseline for campus-wide evalua- tion of student engagement and meaningful comparative studies of program improvements and institutional effectiveness. Clearly, this promises to be a most valuable resource for the global evaluation of the campus effectiveness at creating a supportive climate for learning through service and engagement.

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Even after two years of survey administration, early results are intriguing if still inconclu- sive (see discussions in [Chapter 5](#_bookmark9) and [Chapter 6](#_bookmark26)). For example, the English department was pleased that the first group of NSSE seniors surveyed seemed positive about their gains in writing; others were surprised that the first freshmen showed little awareness of the degree of student-faculty interaction built into the campus new general education core courses, until they remembered that only a small percentage had yet enrolled in them. These prelimi- nary findings are only a sample of the insights into experiential and active learning NSSE promises to offer IU South Bend faculty and administrators.

Thus far, NSSE has received most attention from the IR Director and, through his reports, campus administrators. Since teaching and curricular development are in the province of the faculty, the next challenge will be to fully inform and engage the faculty in review-

ing, analyzing, and reacting to the NSSE findings. Moving NSSE beyond the IR office and IR web site into the forefront of faculty practice will help IU South Bend exploit the full potential of its findings. Doing this may require efforts by faculty leaders, perhaps in col- laboration with UCET, the IR staff, and Academic Affairs through its support for academic assessment, teaching innovation and curricular grant incentives.

NSSE’s philosophy of linking the intellectual and experiential dimensions of student learn- ing is thus well-aligned with IU South Bend’s articulated mission. The adoption of NSSE promises to give us a clearer picture of the campus success at engaging and thus retaining

a higher percentage of the campus students, and at the same time to open new avenues for institutional and individual research and study. It also reflects the campus vision of the im- portance of engagement to student learning and institutional effectiveness.

# Summary/Conclusions: Challenges and Recommendations for the Future

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* The organization’s commitments are shaped by its mission and its capacity to sup- port those commitments.
* The organization demonstrates attention to the diversity of the constituencies it serves.
* The organization’s outreach programs respond to identified community needs.
* In responding to external constituencies, the organization is well-served by pro- grams such as continuing education, outreach, customized training, and extension services.

For these examples of evidence, there is still work to be done:

* The organization practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.

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While a number of individual campus units and programs (notably the Schools of Educa- tion and Business and Economics, the office of Academic Affairs) do conduct periodic con- stituent surveys and environmental scans, it is not yet a consistent university-wide policy or practice, even among units with a strong commitment to engagement and service. This in turn limits our ability to plan for the future, to determine how well we are satisfying con- stituent needs or fulfilling our mission. Our resources might be more wisely allocated if an environmental scan could track the recent changes in campus demographics and community economic trends. Fortunately, such a scanning process is planned as part of the strategic planning cycle in fall 2007 which should inspire the creation and implementation of even more successful programs of engagement and service.

Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* The organization’s structures and processes enable effective connections with its communities.
* The organization’s co-curricular activities engage students, staff, administrators, and faculty with external communities.
* The organization’s educational programs connect students with external communi- ties.
* The organization’s resources—physical, financial, and human—support effective programs of engagement and service.

For these examples of evidence, there is still work to be done:

* Planning processes project ongoing engagement and service.

The IU South Bend 2005 Strategic Plan affirms the centrality of engagement and service to our campus mission, strongly suggesting that we have a long range commitment to support service and engagement. However, the absence of a systematic process to assess commu- nity engagement and service undermines this commitment by failing to provide evidence to sustain existing programs or add new ones, in effect making all such programs vulnerable in times of budgetary constraint.

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* Collaborative ventures exist with other higher learning organizations and education sectors (e.g., K-12 partnerships, articulation arrangements, 2+2 programs).

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* The organization’s transfer policies and practices create an environment supportive of the mobility of learners.
* Community leaders testify to the usefulness of the organization’s programs of en- gagement.
* The organization’s programs of engagement give evidence of building effective bridges among diverse communities.
* The organization participates in partnerships focused on shared educational, eco- nomic, and social goals.
* The organization’s partnerships and contractual arrangements uphold the organiza- tion’s integrity.

IU South Bend has an impressive record of fostering course-to-course and degree articula- tion and transfer programs, in a principled effort to provide seamless pathways to college degree completion for regional students. It also creates and supports programs to enhance diversity on and beyond the campus, including public forums, think tanks, and campus and community conversations.

Core Component 5d: Internal and external constituencies value the services the organization provides.

For these examples of evidence, IU South Bend is meeting or exceeding expectations:

* Service programs and student, faculty, and staff volunteer activities are well-re- ceived by the communities served.
* The organization’s economic and workforce development activities are sought after and valued by civic and business leaders.
* External constituents participate in the organization’s activities and co-curricular programs open to the public.
* The organization’s facilities are available to and used by the community. For these examples of evidence, there is still work to be done:
* The organization’s evaluation of services involves the constituencies served.

Many programs that serve and engage our constituents are indeed well-received and sus- tained over time by audiences and program participants who learn from and value them. However, many programs have not been formally evaluated by their constituencies, a prob- lem we intend to correct through a campus-wide planning effort.

* The organization provides programs to meet the continuing education needs of licensed professionals in its community.

While some support for licensed professionals is provided by IU South Bend in its regular academic programs (graduate programs in Education and other courses relevant to com- munity teachers), there are only a few others currently in place. (In this community, Nursing

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does not have a formal requirement for continuing professional education.) One of the goals of the reorganized office of Extended Learning Services is to assess and identify needs and, in consultation with area professionals, develop and provide professional continuing educa- tion for other licensed professionals in the region. We anticipate meeting or exceeding this educational and service goal in the near future.

Although several areas for future action and growth are identified in this summary, it is also clear that IU South Bend has a highly-developed commitment to engagement and service, reflected in its mission. The campus is well-positioned to develop an evaluation process to identify strengths and weaknesses in existing programs, prioritize proposed new programs, and to expand our understanding of the impact of service and engagement strategies on student learning.

## TOWARD THE FUTURE

IU South Bend’s growing commitment to community engagement and service provides an important index of institutional maturation, in turn suggesting new directions for the

campus future. In more fully embracing its mission as a public comprehensive university, the university has not succumbed to the undifferentiated position of being “all things to all peo- ple.” Instead, the institution has increased its capacity for engagement, a term that includes but is not limited to community outreach and service, a term which also refers to active and experiential learning for today’s students. Pursuing a mission to become an engaged campus has invited IU South Bend to promote collaborations, partnerships, and joint ventures built upon shared values.

IU South Bend has expanded opportunities for student learning through faculty and com- munity interactions. It has created more seamless pathways for students in community and two-year college programs to complete baccalaureate and advanced degrees. It has extended its learning services through a new Elkhart facility. In the future, the institution promises still greater range through new programs of distance learning. Thus, the new pedestrian bridge across the St. Joseph River, leading from the Schurz Library to new campus residenc- es in 2008, will link IU South Bend even more closely to its multiple and diverse constituen- cies, just as its excellent academic programs and student-centered pedagogies will link the campus to the wider world served by American higher education in the 21st century.

As indicated in our summary of IU South Bend’s progress in developing the institutional virtues the Higher Learning Commission associates with “engagement and service,” the campus outlines its “work to be done.” In achieving notable success in such diverse internal and external areas of engagement and service as intercampus articulation agreements and campus and community diversity dialogues, evaluation of the impact on student success

is yet to be done. While IU South Bend, with new facilities and new campus-community connections is enjoying its new role as host for and convener of community programs, its lack of public space is becoming more critical. The growth of residential students will not solve the perennial parking problems of community students and campus visitors. While dual credit programs such as the Advance College Project have accelerated successful high- school-to-college transitions, and Indiana educational leaders are urging an expansion of such programs, the campus continues to serve an increasing number of incoming matricu- lants under-prepared for college study. The impact of expanded student life programs and

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the new gateway welcoming students to a coordinated one-stop entry to college has not yet been registered in persistence or graduation rates. Are these contradictions or harbingers of change? These and other performance indicators virtually ensure that our future will include even more systematic research and evaluation to drive institutional planning and decision-making.

This chapter thus lays out both a record of accelerated engagement and an impressive “to- do” list. But just as previous challenges have been met by campus strengths, IU South Bend can and will maximize its institutional capacity for engagement by drawing upon, support- ing, and integrating the promising campus resources examined in this self-study: effective public information and campus marketing; accessible and well-managed facilities; an active assessment committee that has established a culture of academic program and learning assessment; a distinguished faculty of teacher-scholars, committed to student learning and testing new pedagogies of engagement; a dedicated staff providing support for students and a window on the campus; students from diverse but complementary backgrounds who are taking new leadership roles; and effective administrative leadership working as a team, openly and wisely, to guide the campus toward the future. IU South Bend is well positioned to take a leadership role among the distinctive institutions of higher learning in north-cen- tral Indiana.

Our capacity for strategic planning developed in the past five years will increase still further in the coming decade. One of the newest resources is the IU South Bend Office of Insti- tutional Research, which has been working with an even newer Director of Institutional Research for the Indiana University system to identify institutional and aspirational peers to assist IU South Bend to increase its capacity for strategic planning, budgeting, and assess- ment. An environmental scan to envision the future will soon begin, involving the campus and community, to inform the work of the campus in updating its strategic plan by the

2010 deadline for submission to the Strategic Planning Advisory Council and the Academic Senate. The newly-staffed Alumni Affairs office may also partner with Academic Affairs to assess the impact of IU South Bend’s programs on our graduates.

At this point in our history, IU South Bend’s expanding commitments to engagement sug- gest a sharper focus of campus identity, which in the future may be reflected in our academic as well as service commitments and priorities. An area of distinction articulated in the 2005 campus Mission Statement is student-faculty interaction, one of the aspects of college life recognized by and measured in the National Survey of Student Engagement (NSSE). Dis- cussions have already begun at IU South Bend about whether experiential or service learn- ing, through practicums, internships, and organized volunteer service efforts, should become a distinctive feature of every IU South Bend degree.

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IU South Bend is a different place than it was in 2000. Since that last Higher Learning Com- mission visit, IU South Bend has undergone a series of significant and positive changes. The student activities building opened in 2001, a new Chancellor was hired, a strategic plan was approved by the Academic Senate and the Higher Learning Commission, new undergradu- ate and graduate degree programs have been approved, residence hall construction has started, and the Board of Trustees and the state have approved the renovation of an exist- ing campus building—the Associates—to house faculty offices, lecture halls and classrooms, as well as the School of Education and some programs of the Raclin School of the Arts and the College of Health Sciences.

This self-study demonstrates the multiple ways in which IU South Bend is meeting its own strategic goals and the standards for university reaccreditation. A sense of mission pervades the self-study document. Since the last accreditation team visit, IU South Bend faculty and staff have been engaged in clarifying, reviewing and revising campus mission documents, and aligning them with the university’s core commitments to academic distinction, student learning, community partnership and economic and cultural development. Since 2000, the campus has reviewed, reaffirmed, and re-drafted its mission with a specificity that can both direct and provide benchmarks to assess progress.

In Criterion Two, the Higher Learning Commission poses a question which was of special concern during the previous HLC visit: Has IU South Bend developed an integrated strate- gic planning process? As the Self-Study demonstrates, IU South Bend has moved far closer to this goal in the past seven years than at any time in its history, opening new opportunities for institutional improvement in many key areas. With the 2005 Strategic Plan as a frame- work, progress in integrating strategic planning, budgeting, and assessment is evident in several areas vital to the campus future. For example, the Chancellor has articulated a cam- pus-wide focus on advancing the Strategic Plan’s goal for increasing student retention. The campus has developed a new enrollment management strategic plan, and has sought and acquired external funds for persistence and student support initiatives. In addition, mecha- nisms to monitor the implementation of Strategic Plan goals have been set into motion with the formation of the Strategic Planning Advisory Council (SPAC), composed of representa- tives from all major campus constituencies and key policy makers. The Council has recently recommended and adopted an integrated planning cycle, which includes a more extensive environmental scanning process under the direction of consultant Joel Lapin to focus on the campus future.

Individual units have also responded to strategic planning recommendations in ways that have influenced campus-wide practices. One example is the work of IU South Bend’s pro- fessional academic advisors, who adopted the Strategic Plan goal to establish a “holistic” advising model and collectively produced advising training and support materials for use by faculty and other academic advisors. The Strategic Plan recommended that the campus adopt the National Survey of Student Engagement (NSSE) to enhance institutional assess-

ment strategies. The NSSE is being administered and analyzed for planning purposes by the Director of Institutional Research.

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The 2000 Consultant-Evaluator team report expressed concern about the clarity of campus decision-making processes. Since 2002, the campus administration has also been restruc- tured to promote transparency and improve communication across the campus. Additional policy development and structural reorganization are underway. The restructuring of the School of Public and Environmental Affairs has produced some controversy but is aimed at more efficient use of campus resources. Programs incubated in the former Office of Com- munity Links have now been added to the responsibilities of central units—public affairs, alumni affairs, and career services—to better serve both campus and community. The campus is developing new mechanisms of communication to promote greater collegial col- laboration across campus boundaries. These efforts will enhance our resolve to promote and sustain academic excellence in a time of budgetary constraint.

As IU South Bend has moved to further clarify its identity as a comprehensive regional public university, campus visibility has also greatly improved. The self-study demonstrates the variety of ways that IU South Bend is engaged with the community that surrounds it. Many initiatives have enhanced student learning through both curricular and co-curricular opportunities. For example, the annual Campus Theme, part of our new general education program; the One Book, One Campus program, developed by the Schurz Library; and IU South Bend’s exemplary participation in the national American Democracy Project, spear- headed by Academic Affairs, have brought the university and its constituents closer. Gifted students from IU South Bend’s Toradze Piano Studio have joined in a musical partnership to play public concerts with the South Bend Symphony. With university and community support, IU South Bend students have served beyond the region, as Nursing students set up a field station in the aftermath of Katrina, and students from other areas embarked on “alternate Spring breaks” in 2006 and 2007 to aid Gulf reconstruction efforts.

Another Strategic Plan goal, the reorganization of student services into a “one stop” Gate- way, provides students with easier access to the admissions offices, the registrar’s office, and the bursar. Expanded diversity initiatives have also changed the campus climate. Campus facilities have expanded to provide a more spacious and hospitable environment of learn- ing. Full utilization of the Student Activities Center, the Art Gallery, the campus mall, and Wiekamp Hall, has been facilitated by a new “one stop” Office of Special Events. The next major step in enhancing student life will be the opening of campus residences in fall 2008.

Since the last site visit, campus enrollments have remained stable, but the characteristics of the students have changed. Over sixty percent of undergraduate students at IU South Bend are now full-time. Enhanced outreach and recruitment efforts have resulted in the growth

of Hispanic and African-American students on campus. The campus offers all these students a supportive learning environment that includes small classes, the presence of committed full-time faculty as instructors, a variety of modes of instruction including active learning, service learning and internships, undergraduate research experience through the SMART program, study abroad opportunities, and classroom instruction that includes “pedagogies

of engagement.”

Academic assessment efforts have been significantly enhanced since the last re-accreditation. There is invaluable data about the progress of academic programs in advancing learning.

Virtually all academic programs have developed assessment plans and have become more ef- fective in collecting, assessing, and using student outcomes data for program improvement.

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Although such systematic assessment practices have largely been focused in Academic Af- fairs, the growing use of outcomes assessment could serve as a model to expand the “cul- ture of assessment” throughout the university. As the self-study indicates, this is a welcome “next step” for the campus.

##### Future Campus Challenges

The self-study confirms that many of our campus priorities are aligned with and fulfill the HLC criteria for accreditation. The self-study also delineates a series of challenges that the campus must meet. The effectiveness of unit-centered assessment of student learning has been a major accomplishment, opening the way to integrate assessment results with planning and budgetary decisions. The next step in this faculty-driven assessment process has been to encourage academic units to identify common issues emerging within separate departmental assessment reports. Identifying these themes should help promote campus dialogue and institutional policy and investment.

Bringing assessment into the arena of institution-wide planning is still a future goal, and an admittedly difficult one to reach. However, the university recognizes that developing a more solid linkage among planning, assessment and budgeting will allow the campus to remain future-oriented, basing future choices on the outcomes of systematic evaluation. To do this, the campus needs to develop assessment procedures for all campus units: Student Services, Information Technologies, Public Affairs and University Advancement, and Administrative and Fiscal Affairs. Most of these units have conducted evaluations of new program effec- tiveness and have gathered data on overall user satisfaction. However, the absence in some units of meaningful evaluation of their activities limits the institution’s ability to make wise decisions and prudent investments.

The campus also needs better data on our graduates. The Alumni Director is planning a comprehensive alumni survey, directed by the Institutional Research office. The results of this alumni survey will be relevant not just for the Alumni office but will also have great utility for academic programs providing data on the long-range impact of IU programs on the lives of our graduates.

New campus initiatives such as the student advising process also need to be evaluated. The campus has anecdotal evidence that advising by committed faculty is making a difference in some students’ lives. However, schools and colleges could be doing more if an evaluative component had been included in the direct admit process when it was launched. The Vice

Chancellor for Academic Affairs has recently constituted an ad-hoc Advising Group (end of spring 2007) charged with exploring how to implement the Strategic Plan’s recommenda- tion of a university-wide model of holistic advising, bringing together faculty, professional staff, and support services to address this essential student need. The committee will recom- mend the mission and practices of holistic advising and develop a plan to assess how holistic advising is affecting student retention and success. Although the campus has made strik-

ing advances in its community connections, the self-study noted gaps in the structures the campus has established both to listen to and learn from community constituents. Student services also need to establish ways to assess their various programs so that decision-makers can ascertain how well they are contributing to the student learning process.

IU South Bend still needs to improve campus communication. Since 2002, campus communi-

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cations have been enhanced by the establishment of the Chancellor’s Cabinet and by reduc- ing the number of interim positions at administrative levels. Even with these strides, there are few, if any other formal mechanisms to promote communication across all campus units.

One of the strategies IU South Bend developed for the self-study process may serve as a model for creating cross-cutting communication vehicles. The “Causeries,” which brought together faculty and staff to focus on different self-study themes and concerns, hosted by the Vice Chancellor for Academic Affairs and attended by the Chancellor, provided a series of discussions that generated ideas and developed a broader sense of ownership of the

self-study process. The Chancellor modeled a different cross-cutting strategy during recent discussions of the campus biennial budget picture, bringing together administrators and faculty from across the campus, all of whom shared a particular concern and/or expertise on the budget.

Related to communication is the issue of the distribution of responsibilities and authority on campus. To further develop the campus capacity for engagement with its constituents and promote accountability, the decision-making process must be transparent. For example, IU South Bend has made significant advances in creating viable structures to deal with campus concerns. However, these services are so recent that many constituents within the university (and more beyond the campus) do not know they exist. Highlighting the services of newly established or reorganized units at campus meetings, through newsletters and even news releases, would increase transparency. It would also allow us to better communi- cate with our publics to ensure that they stay linked to and engaged with the campus.

The campus also needs to maximize the use of our physical spaces. The self-study discusses the current problem, born out of our success in making instructional facilities serve the dual purpose of hosting community events. As an engaged campus, IU South Bend has already benefited from its hospitality to special community events. At the same time there is increased competition for limited campus spaces. Priorities for space usage need to be de-

veloped. Consideration should also be given to including areas for public programs in future new construction and building renovation projects.

IU South Bend may face some difficulty in sustaining its distinctive identity in the future. Virtually every member of the generation of campus faculty members who were hired by the first Chancellor and who helped shape the existing campus culture have retired or soon will be retiring. The campus will need to provide mentoring and development opportunities for new faculty, and incentives to support faculty in mid-career, taking into account what Lee Knefelcamp has called the “seasons of academic life.” Providing mid-career faculty with opportunities to test and develop leadership skills by serving as administrative “interns” or leading new campus initiatives has been a practice of the campus in the past, and should be expanded in the future. The campus needs to find ways to retain not just its students but also its faculty. The 18/20 retirement plan acted as an incentive to create a sense of faculty loyalty, but no such vehicle to ensure faculty retention now exists.

Drawing on faculty ideas and expertise can also be an asset in meeting future challenges or unanticipated opportunities that call for creative thinking. For example, one of the topics discussed at a “Causerie” was the opening of the new Elkhart facility. Even before the doors of the Center opened, faculty had suggested ways to make the facility more than just a place

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to hold college classes. Their ideas included using it for art exhibits, concerts, and student clubs: in other words, turning it into a center for community education. Similarly, when faculty from a range of disciplines discussed the future of graduate education at another “Causerie,” so many ideas were generated that the Chancellor suggested holding a larger campus forum on the future of graduate education at IU South Bend. Fall 2007, the campus will explore another “Causerie” recommendation—developing the full potential of using undergraduate research as an area of campus distinction and identity.

Another emerging challenge for IU South Bend will be managing the changes as the campus transforms itself from a commuter campus to one with a significant number of residential students. Many plans were outlined in the proposal for student housing that was approved by the IU Board of Trustees, the Indiana Commission for Higher Education, the State Leg- islature, and the Governor. Translating these ideas into reality will bring considerable chal- lenges to the campus and to the new Vice Chancellor for Student Affairs and Enrollment Management and the new Director of Student Life. A new Director of housing in the Office of Administration and Fiscal Affairs will round off the future team to direct this long-an- ticipated campus development. Residential facilities may also pave the way for expansion of academic outreach, such as summer institutes for regional teachers and scholars.

The new General Education curriculum, approved just three years ago, is gradually be- ing implemented for all students entering IU South Bend. Having devised course-embed- ded strategies for assessing student learning in individual classes, campus instructors are wrestling with the difficult question of how to assess general education as a whole. With the leadership of the Director of General Education, the General Education Task force is completing an assessment plan that is being implemented for the program.

The enhancement of student learning remains IU South Bend’s central mission and most important challenge in the next decade. Several programs discussed in this self-study, such as the Summer Leadership Academy, offer special promise to promote the success of minor- ity students, but such efforts must be expanded to close the performance gap and make a dif- ference in retention rates. Our excellent student-faculty ratio (14:1) should encourage more faculty-student interaction, including expanded opportunities for mentored undergraduate research and creative activity. IU South Bend also has yet to fully exploit the resources the region itself offers as a site for experiential learning, faculty research, and educational and civic leadership.

##### Envisioning the Campus Future

What does the future hold for IU South Bend? Given the rapid pace of change in the past seven years, ten years from now when the faculty, staff, students, and community members look backward to assess where IU South Bend has been and the distance it has come, they will note remarkable changes in the physical campus itself. Where once a grassy hillside curved down to the river, campus visitors will see apartment complexes housing eight hundred full-time IU South Bend students. The pedestrian bridge will often be crowded as students rush from residence halls to class. The campus geography will have shifted, as the Schurz Library, with its Hammes Information Commons, becomes the campus center, as well as a popular place for students to gather to work out their multimedia class presenta- tions or meet with their study groups.

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The community around IU South Bend is also likely to experience changes. The addition of 800 residential students on Lincolnway Avenue may well inspire a mini renovation-revolu- tion. Coffee shops, clothing boutiques, hair salons, and sporting goods stores could radically alter the present landscape. The newly-completed river walk running along Northside Bou- levard will connect the campus to downtown South Bend on the west and north, and down- town Mishawaka on the east. Local residents will be able to stroll through the campus on their way to the zoo, botanical garden, or park on the other side of Mishawaka Avenue—or stay on campus to enjoy a coffee, snack, and/or lecture, exhibit, concert or film.

Changes on the “old campus” are likely to be more dramatic. Greenlawn Hall will finally be razed as Education, along with programs in the arts and health professions, move into the renovated former Associates building. The presence of so many residential students,

combined with the international students and student-athletes who reside in campus-owned houses nearby, will certainly have transformed “student life.” While the Administration Building may not look very different outside, the building will remain a hub of activity, with the Gateway and Grille on the main floor and campus administrators and the School of Business and Economics on the second floor drawing students and community visitors.

Dramatic changes are also likely to occur in the college classroom. The self-study explores some of these new modes of learning that are already appearing in some classes and which will alter the climate of learning on the South Bend campus in a decade. One is experiential or service learning, offered by only a few IU South Bend faculty members. While instituting an experiential learning degree requirement is still controversial, another avenue of student engagement is already in place. For the past two years, through IU South Bend’s signa-

ture general education curriculum, students are being challenged in newly-developed core courses to think critically and innovatively, to respect and value diversity, to speak and write well, to understand images, and to be able to make interdisciplinary connections. While 2007 is too soon to assess the impact of this curriculum on students, in a decade, the campus will have data from students, alumni, and area employers to help assess and enhance these vital general education outcomes.

Not only new pedagogies, but new modes of program delivery also promise to change the climate of learning in the coming decade at IU South Bend (and elsewhere.) Even before the next decade is over, IU South Bend students should be able to choose among multiple degree options as well as multiple course delivery options: traditional classes in technology- enhanced classrooms, distance education modules, or the “hybrid” courses which pair online learning and occasional face-to-face class discussions. In the future, such opportunities are likely to be expanded to facilitate degree completion and for the continuing education of licensed professionals.

Assessing student learning in a “new media” environment is another area that demands attention. Even today, with the majority of classes still offered in the traditional lecture or lecture-discussion format within the four walls of a classroom, student learning is hard to assess. In a future campus dominated by new media, new methodologies must be developed. Students will also need guidance in choosing the course delivery method that best fits their learning styles. IU South Bend is already beginning to explore these once-futuristic pedago- gies to develop new assessment rubrics. Our current Distance Learning Initiative, sponsored by the Chancellor and being developed by UCET and Extended Learning Services, may

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offer an ideal venue to expand our learning assessment repertoire, as students are given the opportunity to choose between traditional and technologically enhanced teaching and learn- ing methods.

In ten years, community residents should also be well aware of the special opportunities offered by the IU South Bend academic programs at both the graduate and undergraduate levels. The campus will be known throughout the region for its general education programs and its expanded opportunities for experiential, community-based learning. Student reten- tion rates are also likely to improve as a result of the implementation of “holistic” advising. Expansion of dual degree programs like the Advance College Project might serve in the future as a core of K-16 programs that enhance area pre-collegiate student achievement, as well as enhancing the achievements of students and faculty in the IU South Bend School of Education. The impact of these curricular changes could be two-fold: creating a distinctive IU South Bend degree, and promoting student success by assessing and thus meeting the diverse needs of an even more diverse student body

How will the regional community keep abreast of all of these changes in the next decade? It may not be too soon for the campus to create a community education campaign developed by Marketing and Communications. Such a campaign would make our various publics more aware of the resources and achievements of the campus and could not only provide citizens of our region better access to facilities and programs but could invite new partnerships as well. Even here, future program development and educational innovation must also exist within an evaluative framework that promotes active self-reflection, data gathering, and collaborative program planning and decision-making. The changes our mythical observer may witness ten years from now could well be the product of the kind of “culture of assess- ment” envisioned in this self-study. Creating such a culture could indeed lead to purposeful changes in institutional practices.

Some of the more likely changes will be far less visible, although potentially more trans- formative. The impact of the environmental scanning process, to be initiated by Chancellor Reck in spring 2008, is likely to open the eyes of campus leaders to important trends as well as future possibilities, which will find their way into the 2010 IU South Bend Strategic Plan. Implementation of recommendations emerging from that planning process will also necessi- tate more campus investment in programs and policies to meet the challenges of the campus future.

If any of this is to happen, further resources will be needed to expand institutional re- search, to organize and facilitate the review and analysis of assessment data from a wide array of academic and student service and support units, and to utilize NSSE data for cross- institutional comparisons as well as for indices of engagement. Feeding this data back into the budgeting cycle will allow the campus to pursue its mission, identify its priorities, and invest in its assets, those elements least likely to change in the coming decade: talented fac- ulty and staff members committed to student success, strong undergraduate and graduate degree programs to advance student aspirations, and the academic values to provide a sound basis for future planning.

Indeed, although this foray into the campus future may seem a bit like fantasy, each of these previews in fact has its origins in the discussions, analyses, and recommendations emerging

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from the self-study process and found throughout the self-study text. And even this slightly blurred snapshot of IU South Bend in 2017 as an engaged, learning-centered campus link- ing the values of the past and the prospects of the future, might inspire today’s prognos- ticators to forecast an exciting decade ahead as the campus gains insight and confidence to direct its own future, guided by the lessons of our self-study.

It is invigorating to imagine this campus of the future, projecting our collective aspirations and ambitions on a tantalizingly unfinished landscape. But it is even more exciting to wit- ness long-deferred dreams actually materialize. In a sense, that has happened at IU South Bend in the past seven years as the vision of a comprehensive public regional university and the reality of a campus created by design rather than afterthought have both material- ized. Thus, some of these final speculations are not groundless fantasies, but preliminary sketches of our campus future. The evidence compiled in this self-study inspires confidence that IU South Bend has developed the capacity to deal with future challenges, develop

new opportunities, advance its mission, and continue to meet the standards of the Higher Learning Commission.

Not only as represented on the cover but affirmed in the pages of this self-study, IU South Bend is committed to serving students, the community, and the academy as a bridge to

the future. While this phrase has long described our aspirations, its meaning has changed over-time. Since its establishment on the St. Joseph River in 1960, the campus has been transformed from a way-station to a destination and point of pride for the more than 27,000 alumni who hold IU South Bend degrees. For citizens in the region, the presence of IU South Bend has become an invitation to a life of learning.

The HLC self-study process has offered IU South Bend a welcome opportunity to exam- ine itself. What can be seen, through the lens of the previous reaccreditation, is a more vibrant and collegial institution, more confident of its identity, mission, and purposes. It is also evident that since the last reaccredidation, IU South Bend has entered a new phase of institutional development, marked by a determination not only to maintain the heritage of academic excellence, but to take the future into our own hands through purposeful and strategic planning, systematic and rigorous self-examination, wise stewardship of scarce resources, and new avenues for informed, transparent, and collegial decision-making. That campus resolve is mirrored in this comprehensive institutional study.

Working under the leadership of an effective administrative team, IU South Bend has thus become a “learning organization.” IU South Bend has clearly expanded its capacity to promote student learning and engage multiple and diverse constituencies; it has also taken up the challenge to increase engagement with the community and become a more active

and influential stakeholder in the region it serves. Measuring our performance against HLC standards and benchmarks, the campus has learned what it does very well—areas of distinc- tion—and what it can do better—areas of opportunity.

Most importantly, through the self-study process, IU South Bend has gained a clearer sense of its academic purposes, obligations and capacities to prepare diverse constituencies for the challenges of the future. In gaining that deeper understanding, IU South Bend has also learned that clarifying its mission and identity is not the ultimate goal of the self-study process; it is a new beginning.

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