

REPORT OF THE TASK FORCE ON THE SCHOOL OF CONTINUING STUDIES

SUMMARY

THE CURRENT STATE OF THE SCHOOL

The School of Continuing Studies closed the 2003-04 fiscal year with a budget surplus of over \$1.2 million. It repaid in full its debt to the University of \$703,000, and it begins the current year with a positive balance of over \$500,000. Enrollments in one of its two principal programs, the General Studies program, are stable. Enrollments in Independent Study, its other principal program, increased during 2003-04 by about 38%. Except for a decline in enrollments in the High School program, enrollments in the other programs of SCS are also stable. A new student information system, prepared with the help of UITS and capable of communicating with the University PeopleSoft system, has been installed. The recent conversion to XML will accelerate the rate at which Independent Study courses will be put on-line. The members of the staff to whom we talked are confident of the soundness and promise of their programs and think that the School has been ably administered by Judith Wertheim, its interim dean.

THE STATUS OF THE SCHOOL

The “Plan to Decentralize Continuing Studies Programs at Indiana University,” presented by the Academic Officers Committee in June, 2003, proposed that the School be abolished and its programs distributed among several offices on the Bloomington and Indianapolis campuses.

We recommend: THAT THE SCS BE MAINTAINED AS A UNIVERSITY SCHOOL CHARGED WITH THE OVERSIGHT AND ADMINISTRATION OF THE PROGRAMS NOW HOUSED IN IT.

The existence of a School provides a clearly visible way in which the University puts its name on important and effective instruments through which it makes its resources accessible to people who cannot attend semester-long courses on a campus, or who need not come to a campus to learn what they want to know, or who bring to their studies knowledge, experience, and ambitions that cannot easily be accommodated in the requirements and pedagogies of traditional undergraduate curricula.

Their place in a University school gives status to each program in the congregation of programs within SCS. Its identity as a University school helps its dean and program directors in recruiting faculty to work in its programs and in finding resources to improve its programs and to try new initiatives.

Successful collaborations among the programs in the School, like the close and fruitful relationship between General Studies and Independent Study, are most effectively

made and managed in an agency of which both are a part. The dean of a school can also use money earned by successful programs to enlarge or sustain other programs or to create new ones. The School also offers a central office from which energetically and coherently to promote programs in continuing studies, and it provides a clearing-house for information about all the opportunities for distance learning in the University.

GENERAL STUDIES AND INDEPENDENT STUDY

The “Plan to Decentralize” proposed that General Studies degrees be awarded by the campus on which students are enrolled rather than by SCS.

We recommend: THAT THE SCHOOL OF CONTINUING STUDIES CONTINUE TO AWARD THE ASSOCIATE AND BACHELOR DEGREES IN GENERAL STUDIES.

We think it necessary to preserve a central agency that will oversee the requirements and content of the degrees in General Studies and will assure the coherence and integrity of their courses of study. The School also provides an academic home for those General Studies students (709 of them in 2003-04) who are not enrolled on any campus of the University and who earn their degrees entirely at a distance. Finally, at least some recipients of the degrees like the fact that they have been awarded by a University school, which they take to be a warrant of their value as having been earned in a program that is an important part of the whole University.

It matters greatly that the University’s long-standing and successful program in Independent Study be placed not in a separate office but in a school that offers the General Studies degrees. Their conjunction facilitates ventures like those with some community colleges, in which students combine courses in the colleges with Independent Study courses to move from an associate’s degree to the award of a BGS from Indiana University. Many of the University’s own General Studies students also supplement their educations on a campus with courses taken at a distance.

SCS is a University school because it awards General Studies degrees. This commission furnishes all the programs of the School with a dean. Independent Study in particular can profit from the presence and authority of a dean who will prosecute its plans to invest in the development and delivery of many more on-line courses and who will lead the aggressive recruitment of faculty to write and teach these courses.

We recognize some difficulties that proceed from the present organization of SCS: the distribution of fees paid for Independent Study courses by General Studies students who are enrolled on a campus; the status of the campus directors of continuing studies; and the role of the campuses in decisions about the curriculum and requirements of General Studies degrees.

We recommend: THAT THE FACULTY COUNCIL OF THE SCHOOL OF CONTINUING STUDIES BE ENLARGED TO INCLUDE NOT ONLY THE CHAIR OF THE GENERAL STUDIES

COMMITTEE ON EACH CAMPUS, BUT ALSO AN ADDITIONAL REPRESENTATIVE FROM EACH CAMPUS, ALONG WITH APPROPRIATE ADMINISTRATORS OF THE SCHOOL.

The enlarged SCS Faculty Council should consider, among other matters, the status of the campus directors of continuing studies on each campus, the condition and future of the High School program of the School, the effectiveness of its efforts in marketing and course design, and the soundness of its business plan.

CONTINUING OR EXTENDED STUDIES AT INDIANA UNIVERSITY

According to the authors of a report (SWOT Analysis) in the fall of 2003 on the strengths, weaknesses, opportunities and threats of and to SCS, one of the School's "overarching, critical deficiencies" is the "lack of a clear mission." We think that the University needs a forum for the systematic discussion, outside as well as within the School, of fundamental questions about the relationship of the programs of the School to the University's other programs in distance or distributed education, and the means and directions in which the School can grow.

We recommend: THAT THE VICE-PRESIDENT FOR ACADEMIC AFFAIRS, OR ANOTHER OFFICER OF THE UNIVERSITY TO WHOM THE DEAN OF THE SCHOOL OF CONTINUING STUDIES WILL REPORT, REVIVE AND REDEFINE THE PURPOSE OF THE NOW DORMANT "DISTRIBUTED EDUCATION COORDINATING COMMITTEE," AND USE IT AS AN ADVISORY COUNCIL ON EXTENDED STUDIES. MEMBERS OF THE COUNCIL WILL INCLUDE, BUT NOT BE LIMITED TO, REPRESENTATIVES OF THE MOST EXTENSIVE AND MOST PROMISING OF THE PROGRAMS THROUGH WHICH THE UNIVERSITY EXTENDS LEARNING TO STUDENTS OFF CAMPUS AND TO STUDENTS ENROLLED IN NON-TRADITIONAL COURSES OF STUDY.

REPORT

THE CURRENT STATE OF THE SCHOOL OF CONTINUING STUDIES

Financial condition. At the end of June 2004 the School of Continuing Studies closed its 2003-04 budget with a surplus of over \$1.2 million. After paying off its debt of \$703,000 to the University, the School begins 2004-5 with a positive balance of over \$500,000.

Independent Study. In this division the School offers nearly 200 different undergraduate courses at a distance. All are available by correspondence; many are also available on-line and/or on cd-rom. Enrollments in these courses increased during 2003-04 about 38% (from 8074 enrollments to 11,169).

General Studies. The number of students enrolled in on-campus courses leading to the Associate and Bachelor's degrees in General Studies remained stable. In 2002-03, 7225 such students registered for 62,667 credit hours. In 2003-04, 7082 General Studies students registered on all campuses of the University for 63,912 credit hours.

In 2002-03, 680 students were enrolled to earn General Studies degrees entirely at a distance by studying in SCS independent study courses. In 2003-04, 709 General Studies students enrolled to earn degrees entirely through distance learning.

Other Programs: Master of Science Degree in Adult Education; Certificates in Distance Education and Health Care Accounting and Financial Management; institutes and workshops. With one exception, the number of people served in the other programs of the School has also been stable. Recently the Indiana Department of Workforce Development renewed its contract with the School to support workshops for its employees and those of its partner organizations.

High School. The exception in this account of rising or stable enrollments and services is the number of students enrolled in the School's high-school courses offered at a distance. These enrollments have fallen about 16% in the past year and nearly 30% in the past two years, from 6756 enrollments in 2001-02 and 5491 in 2002-03 to 4574 in 2003-04. These figures include enrollments in the IU High School, in which students earn diplomas awarded by the University (1396 enrollments in 2001-02; 1673 enrollments in 2002-03; 1012 enrollments in 2003-04).

Administration. The division heads and staff members we talked to are confident of the soundness and optimistic about the prospects of the programs they manage. They think that the School has been ably administered by its interim dean, Judith Wertheim. A new director of marketing, an important position, has recently been named. One other important position in the School, a director of academic programs (now administered by a former director who came out of retirement), must soon be filled. A report on the “Strengths, Weaknesses, Threats and Opportunities” of and to the School prepared in the fall of 2003 (see Appendices) identified as one of its principal weaknesses the “Lack of an adequate, modern and comprehensive student information system,” a weakness which significantly compromised its capacity to respond quickly to students and to develop new on-line courses. A new student information system, developed by the staff of SCS with the help of University Information Technology Services and capable of communicating with the PeopleSoft system, has been installed in early August 2004 and is now in operation. The School is steadily putting independent studies courses on-line (58 university courses; 34 high-school courses), and the pace of this effort will be accelerated by the recently completed conversion to XML. All graduate level Adult Education courses, with the exception of the course in participation training, are now on-line using the University’s Oncourse system.

THE STATUS OF THE SCHOOL

Implicitly and explicitly, in our discussions we engaged the arguments and recommendations put forward by the Academic Officers of the several campuses (convened as the Academic Leadership Council) in a “Plan to Decentralize Continuing Studies Programs at Indiana University” (see Appendices) presented to the Vice-President for Academic Affairs in June, 2003. The principal recommendations of the Academic Officers are:

That the School of Continuing Studies be abolished;

That General Studies degrees be awarded by the campuses on which students are enrolled (provision to be made for students who study for General Studies degrees through Independent Study courses and are not enrolled on any campus of the University);

And that the other programs now administered in SCS be distributed among separate offices on the Bloomington and Indianapolis campuses.

Oversight of these programs, and of the General Studies degrees, would be exercised by two coordinators, a faculty council, a largely ceremonial dean, and the Academic Leadership Council.

We recommend:

THAT SCS BE MAINTAINED AS A UNIVERSITY SCHOOL CHARGED WITH THE OVERSIGHT AND ADMINISTRATION OF THE PROGRAMS NOW HOUSED IN IT.

Some of our reasons for this recommendation are specific to individual programs, and will be put forward below.

In general, we offer our recommendation because:

1. The existence of the School puts in one place many of the means by which the University makes learning accessible to citizens of the state and to people in other states and other countries who because of their work, age, or other circumstances cannot attend semester-long courses on a campus, or who bring to their studies knowledge, experience, and ambitions that cannot easily be accommodated in the curricula, requirements, and pedagogies of traditional undergraduate majors and areas of specialization. The School is a clearly visible way in which a public university puts its name on important and effective instruments through which it makes learning public.

2. Its status as a School not only testifies to the quality and importance of continuing studies as a central part of the University, but also gives status to each program in the congregation of programs within it.

3. Its identity as a School, and the presence of a dean, helps its administrators in recruiting faculty to work in its several programs and in finding resources, within and outside the University, to improve its programs and to try new initiatives.

4. The School provides a University office from which to organize, promote, and administer relationships among its programs, like those between General Studies and Independent Study in cooperative programs with community colleges (see below). Such collaborations could not be established and managed without some centralized agency.

5. In prosperous times administrators of a School which brings together programs with similar purposes can invest money earned by a successful program to enlarge or sustain other programs or to create new ones.

6. The School of Continuing Studies is not, and will not be, the only source from which the University provides education at a distance. (The Kelley School, and the Schools of Music and Education, offer master's degrees on-line; the School of Health and Public Health Sciences, labor studies, and information technology offer degrees and certificates.) But the School can continue, as it does now, to provide a central clearing-house of information about opportunities in the University to learn at a distance.

It is not clear how, as it is suggested in the "Plan to Decentralize" (1), the dissolution of the School of Continuing Studies will save money. If the current programs of the School were maintained, the budget of each would also be maintained, overseen by

coordinators and an emblematic dean rather than by a dean and perhaps an associate dean. It is arguable that it is less expensive to administer these programs in a School with a common staff than it would be in separate offices, each with its own director and staff, and each presumably with its own responsibility to promote itself.

Nor does it follow, as the “Plan to Decentralize” puts it, that the abolition of the School “will allow the individual campuses to respond more quickly and flexibly to opportunities as they emerge in their service areas” (1). In the present structure of the School such opportunities are devised and pursued by the campus directors of continuing studies. Each campus director reports not to the dean of SCS but to the chancellor of his or her campus. Each director has been effective, especially in the creation of seminars in workforce development and other non-credit programs, in instituting campus rather than School programs that respond directly and pertinently to the needs and interests of the communities they serve. “All campus representatives believed,” the authors of the SWOT analysis write, “that non-credit continuing education programs were successful on their own campuses and required little, if any, coordination at the University level” (16). The campus directors of continuing studies use the School, and the periodic assemblies of campus directors convened by its dean, to provide forums for the discussion of common problems and possibilities in credit and non-credit programs, and to seek advice on or to adjudicate questions about degree and course requirements. But in practice as well as on the organization chart of the School, they are the responsible agents of continuing studies on their campuses.

It is relevant that in our conversations with them the campus directors say that they are not uncomfortable, as one of them put it, in “with answering to two bosses.” That, we suggest, is because except in their association with the General Studies program, the boss each principally answers to is the administration of the campus and not that of the School.

GENERAL STUDIES AND INDEPENDENT STUDIES

General Studies. Most students studying for General Studies degrees are enrolled on one of the campuses of the University and earn most of the credits for their degrees in courses offered on the campus. On each campus a faculty committee oversees the conduct of the curricula leading to General Studies degrees. It may be argued, therefore, as it is argued in the “Plan to Decentralize,” that the degrees should be awarded to its students by the campus on which they are enrolled, and that authority over the content and requirements of the degrees be vested in the faculty and administration of the individual campuses and overseen by the Academic Leadership Council.

But we recommend: THAT THE SCHOOL OF CONTINUING STUDIES CONTINUE TO AWARD THE ASSOCIATE AND BACHELOR DEGREES IN GENERAL STUDIES.

1. The School provides a central agency, specifically commissioned by the Indiana Higher Education Commission to award General Studies degrees, to oversee the requirements and content of the degrees and to assure the coherence and integrity of their courses of study. The SWOT report summarizes the opinions of the campus directors as “supportive of the existing School structure with respect to program integrity of the General Studies degree program” (17). They are concerned that “campus-based degree certification may not provide a process to maintain the integrity of the degree” (18). The campus directors also think that the degrees can be more effectively marketed by the central agency of the School than they can be by individual campuses.

2. The School also provides an academic home for General Studies students who are not enrolled on any campus of the University and who earn their degrees entirely at a distance. In 2003-04, 709 such students were enrolled in the General Studies program; about 100 such students graduate each year.

3. At least some recipients of the degrees like the fact that they have been awarded by a University school, which they take to be a warrant of their value as having been earned in a respected, rigorous program that is an important part of the whole university.

4. Perhaps the most promising initiative of the School right now lies in the conjunction of the divisions of General Studies and Independent Study. In cooperation with the SCS, students of the Academy for Continuing Education in Hong Kong and the American Academic Alliance in Singapore can earn IU General Studies degrees by completing courses in the SCS Independent Study program. William Rainey Harper Community College, McHenry Community College, and Elgin Community College in Illinois offer students the opportunity to move on from an associate degree to a bachelor degree in General Studies by combining courses in the college with thirty additional hours of credit in the SCS Independent Study program. The authority of the School to award the BGS makes it easy to arrange, manage, promote, and enlarge these cooperative ventures.

Independent Study. Indiana University has been in the business of independent studies – learning at a distance -- for a long time. As the SWOT report remarks, its courses have “a strong brand identity” (6). Despite the decline in high school enrollments, the program is financially sound and full of opportunities like the relationship established with Excelsior College, whose students (who are serving in the military) complete their degrees with Independent Study courses. Independent Study offers education to people all over the state, and all over the country and the world, who need never show up on a campus and who often really do study to continue their educations rather than to complete a degree.

Clearly, therefore, it is necessary to administer and develop Independent Study courses in a central agency of the University, housed on a campus but not part of its administrative structure. The agency need not be part of a School; it could function

effectively under a director who reports to an academic officer of a campus or the University rather than to a dean.

1. But the close and fruitful relationship between General Studies and Independent Study argues that the latter should be placed in a school that awards degrees. Hundreds of General Studies students earn their IU degrees entirely by enrolling in Independent Studies courses at a distance, and many others supplement their educations on a campus with courses in Independent Study. The conjunction of General Studies and Independent Study within SCS also enables ventures like those undertaken with community colleges, in which Independent Study courses constitute an important part of the course programs leading to University degrees. The relationship of General Studies and Independent Study within SCS also encouraged its administrators to put the Independent Study courses required for AAGS and BGS degrees on the top of the schedule for the conversion of paper to on-line distribution, and the two degrees were the first undergraduate degrees in the state to be available entirely on-line.

2. Everyone we talked to about Independent Study said that the program cannot compete in its markets unless it offers many more courses on-line (or on cd-rom) than it now does. The invention and installation of such courses require an investment not only in the development of the courses but also in electronic systems that enable interactivity and quick responses to students. We think that the case for this investment can be prosecuted more forcefully by the dean of School who reports to a University academic administrator than it can be by a program director.

3. The imaginative development of these new courses requires an aggressive effort to recruit faculty to design them and to grade their lessons. Faculty should be recruited from all campuses of the University. Again, it seems to us likely that the dean of a University school will lend more authority and force to the recruiting of faculty than can be marshaled by the director of a program.

POLICY AND GOVERNANCE

SCS Faculty Council. We recognize some difficulties that proceed from the organization of the School. The award of General Studies degrees by the School does not diminish the autonomy of individual campuses, but it is a withholding of authority. The revenue from Independent Study courses enrolled in by students studying for General Studies degrees goes to SCS, and no part of it goes to the campuses on which the students are enrolled. The campus directors of continuing studies welcome the presence of the School as a kind of third-party arbiter in questions about courses and requirements. But they have no formal relationship with the School, and they and other campus administrators sometimes find its organization cumbersome and its oversight a trouble as well as a help.

The School is ready to discuss a mechanism for sharing the fees for independent studies courses with the campuses on which students who take the courses are enrolled. The School administrator responsible for the General Studies program has already simplified the practices by which he monitors the General Studies programs on the campuses. In addition to these relatively minor alleviations, we recommend:

THAT THE FACULTY COUNCIL OF THE SCHOOL BE ENLARGED TO INCLUDE NOT ONLY THE CHAIR OF THE GENERAL STUDIES COMMITTEE ON EACH CAMPUS BUT ALSO AN ADDITIONAL FACULTY REPRESENTATIVE FROM EACH CAMPUS, ALONG WITH APPROPRIATE ADMINISTRATORS OF THE SCHOOL.

The campus representatives to the Council should be faculty members who have experience in the work and purpose of continuing studies. In addition to its other interests (see below), the council will oversee the degree programs in General Studies and consider requests for variation and innovation.

MATTERS TO BE CONSIDERED BY THE SCS ADMINISTRATION AND FACULTY COUNCIL

The status of the campus directors. Members of the Council should consider whether the relationship of the campus directors of continuing studies with the School will be strengthened, and their work will be aided, by naming them as adjunct faculty members in the School, or by giving them faculty status on the campus, or both.

High School Program. Indiana University has offered high-school courses at a distance since early in the last century. Currently students in more than 700 public and private high schools enroll in the courses of the program. The IU High School Diploma program was instituted in 1999, and by the end of 2003 more than 1200 students had been admitted and 90 had graduated, some to enter undergraduate study at Indiana and other colleges or universities in the state. Presumably the completion of high school courses at a distance is also an introduction to continuing study in University Independent Study courses.

The “Plan to Decentralize” calls for a review of the High School Program that will address ground questions about whether it is an appropriate university enterprise and whether it can or should compete with “an existing online high school operated by school districts in Central Indiana” in cooperation with the Indiana University School of Education (6). The SWOT analysis notes “opportunities to penetrate select or niche markets” (9), including the growing interest in home-schooling. But its authors also remark declining enrollments and the paucity of web-based courses in the program. The success of the Independent Study program, of which the High School Program is a part, can at least right now underwrite the cost of this decline. But we recommend to the administrators of the School and to the members of its Faculty Council a careful study of whether the program should be maintained.

Marketing and Course Design and Development. We think that, in its oversight of the condition and relationships of all the programs and divisions of the School, it will be especially profitable for the administrators of the School to bring to the Council ideas about the *marketing* of its programs, and about the work of members of the staff in *instructional design and development*. The recent appointment in the School of a new director of marketing offers an opportunity to reconsider, refresh, and enlarge how the School promotes its courses and programs in a very competitive market. The competitiveness of the market also requires that when the School puts more of its courses on-line, its staff and teachers design them in ways that do not simply translate paper-and-pencil learning into digital forms, but rather use the capacities of electronic learning to create courses and pedagogical tactics that are new and peculiarly effective for learning at a distance.

Business Plan. One of the reasons for the recent financial difficulties of the School was the cost of converting courses into electronic forms. This cost will not abate, and may even increase, as the School continues this conversion and commissions newly designed courses (and increases the stipends for the teachers who create and conduct them). More intensive and varied forms of marketing will also increase costs.

In order to compete with other providers of distance learning, the School has adopted a very inexpensive business model for delivering its courses. In consequence it generates a low financial return on tuition. In the future, as it tries to meet competition on price, the School will find itself in a position in which its tuition will stay flat and its expenses must increase as it tries to meet competition in the design and marketing of courses in which students learn.

Despite its recent recovery, then, the future viability of SCS is by no means certain. Its administrators and the members of its Faculty Council must carefully examine its business model and its opportunities for growth not just from an academic perspective, but from an administrative perspective as well.

Name. Like others before us, we think that the name of the School does not adequately identify everything it does, from offering courses by correspondence to awarding diplomas and degrees. Three years ago a committee was charged to explore whether, why, and to what the name of the School should be changed. After surveys and consultations with focus groups, the committee concluded (report to Erwin Boschmann, July 2001) that most people liked the name, or were used to it, or couldn't think of a more suitable one.

But there is reason not to accept that this matter is closed. Given the range and diversity of what it now does, its interest in renewing and expanding its most important programs, and the urgency of persuasively promoting its programs in a strongly competitive market, we think that its administrators and the members of its Faculty Council should reconsider the question of whether the School is appropriately named.

EXTENDED STUDIES AT INDIANA UNIVERSITY

We choose the phrase *extended studies* to describe all the means – distance education in any of its several modalities, General Studies degrees, learning partnerships, life-long learning, non-credit courses, workshops, and seminars – by which the University (and not just SCS) reaches out to enable the learning of people who cannot, or need not, or choose not to come to one of its campuses or to enroll in one of its traditional degree programs.

The authors of the SWOT report defined three “overarching, critical deficiencies” in the School (2). Two of them – its “lack of financial stability” and the absence of “an adequate, modern and comprehensive student information system” – have been addressed by the interim dean and her colleagues in the School, and at least the second has been durably repaired. The third, the “lack of a clear mission,” persists, and we used the formulation of the SWOT report to put it to ourselves as a question: What is the mission of the School, “especially as it relates to the School’s role in distance education within IU”? (2)

We asked a second question: How can the growth of the School be directed so that its organization and practices change to take advantage of new possibilities, and so that the work of the School fits with and draws on the strengths of other University programs in extended studies or distance and distributed education?

The dean, program directors, designers of courses and marketing tactics, and others within the School can work out their own answers to these questions. But we think that they should also be asked by people outside the School who understand its purposes and are charged to think about its place in the work of extended studies at Indiana.

We recommend:

THAT THE VICE-PRESIDENT FOR ACADEMIC AFFAIRS, OR ANOTHER OFFICER OF THE UNIVERSITY TO WHOM THE DEAN OF THE SCHOOL OF CONTINUING STUDIES WILL REPORT, REVIVE AND REDEFINE THE PURPOSE OF THE NOW DORMANT “DISTRIBUTED EDUCATION COORDINATING COMMITTEE”, AND USE IT AS AN ADVISORY COUNCIL ON EXTENDED STUDIES. MEMBERS OF THE COUNCIL WILL INCLUDE, BUT NOT BE LIMITED TO, REPRESENTATIVES OF THE MOST EXTENSIVE AND MOST PROMISING OF THE UNIVERSITY’S PROGRAMS IN EXTENDED STUDIES AND TO STUDENTS ENROLLED IN NON-TRADITIONAL COURSES OF STUDY.

We do not propose this Council as a kind of traffic controller or supreme soviet that directs and adjudicates among the interests of the offices working in extended studies. Nor do we imagine it only as a speculative instrument charged with thinking about what to do next in extended studies. Rather, we think of it first as a seminar in which its participants learn from one another what is going on now in extended studies,

and then as a board of advisors to instruct the administrator to whom they report in ways to do it better. The Council can provide a consciousness of the several ways that people in the University, and, just as important, people outside it, extend learning to students who need not come to a campus or who are studying in non-traditional programs and pedagogies. Right now nobody possesses such a consciousness. We think an knowledge of, and a responsibility for, extended studies throughout the University is essential to decisions about innovations that ought to be tried, collaborations that ought to be put together, and programs in extended studies that ought to grow, change direction, change their ways of doing business, or be eliminated.

August 16, 2004

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Documents appended:

SCS financial statement; year ending 30 June 2004

SCS projected budget 2004-05

Enrollments: Independent Study 2003-04

“Plan to Decentralize Continuing Studies Programs at Indiana University”: 27 June 2003

“School of Continuing Studies: Strengths, Weaknesses, Opportunities and Threats –
(SWOT) Analysis”: Fall 2003