

Introduction

Indiana University Bloomington: An Initial Snapshot

Founded in 1821, Indiana University Bloomington has as its historical missions teaching, research, and public service on a statewide and global scale. Long known for academic excellence in a wide range of liberal arts, humanities, and scientific disciplines, IU is also frequently recognized for the high quality of its graduate and professional programs, as well as its rapidly expanding research mission.

IUB is an AAU campus and classified as a Doctoral/Research-Extensive university according to the 2000 Carnegie Classification; it is the flagship residential campus of Indiana University. Bloomington serves a national and international student body and attracts students and faculty from all over the world. IUB has some 346 authorized degree programs, an annual total operating budget of \$967 million, 1,766 full-time faculty, and nearly 5,200 full-time appointed staff.

IUB boasts one of the nation's largest colleges of arts and sciences, with 800 faculty, who include 23 with Guggenheim Fellowship awards and 10 members of the U.S. National Academy of Sciences (<http://researchb.iu.edu/traditions/index.html>). Twenty-five college departments and programs are among the top 20 in the nation.

In addition, IUB claims 33 graduate programs ranked in the nation's top 25 in their discipline or field, according to the 2007 *US News & World Report* graduate school rankings, including 12 in the top 10. The campus has a total of 398 endowed chairs, curatorships, and professorships—the most of any Big Ten university. The Jacobs School of Music is one of the world's premier music schools and has at various times been ranked first in the nation by *US News & World Report*. Most recently, *Business Week* ranked the Kelley School of Business 10th overall and fourth among public schools. IUB also houses an outstanding School of Public and Environmental Affairs, which is ranked third in the nation in *US News & World Report*.

The required Institutional Snapshot can be found at http://accreditation.indiana.edu/index.php?XPath=/site_1/page_8

A Time of Marked Change at Indiana University Bloomington

As the visiting team reads this document, a fundamentally new administrative structure will be in place, and a generational change in administrators will have recently taken place. More importantly,

our faculty, the heart of the university, is beginning to reshape the curriculum for better prepared students, embracing a new research environment, and adapting to educational circumstances in which borders and limitations of all types have changed and will continue to do so. Plainly put, the regimen of self study demanded by the Higher Learning Commission could not have come at a better time for Indiana University Bloomington. We have, we think, made the most of the opportunity.

In 2006, with the guidance of the Indiana University Board of Trustees, President Adam Herbert announced that the Office of the Bloomington Chancellor and Vice President for Academic Affairs would be dissolved in favor of a provost system. Michael A. McRobbie was named interim provost and vice president for academic affairs; upon the resignation of Herbert, McRobbie became Indiana University's 18th president on July 1, 2007.

The Composition and Ethos of the IU Bloomington Self-Study: A Reader's Guide

As the Table of Contents reveals, the IUB Self-Study Report comprises six chapters; the structure of the “compliance” portion (**Criteria 1–5**) is determined by the five criteria provided by the Higher Learning Commission: **1 Mission and Integrity; 2 Preparing for the Future; 3 Student Learning and Effective Teaching; 4 Acquisition, Discovery and Application of Knowledge; and 5 Engagement and Service. Globalization and the Internationalization of the IU Bloomington Campus** represents the campus' rigorous self examination of the efficacy of present international programs and its attempts to position itself in terms of research, teaching, and service in a changing educational context.

Criteria 1–5, for the most part, are driven by the questions implicit in the Core Components of each criterion and address those questions in the order presented in the Higher Learning Commission's *Handbook of Accreditation*. In some instances, however, the questions because of the range and varying missions of the colleges and universities reviewed by the Higher Learning Commission were not pertinent to a university of the size, mission, or institutional complexity of Indiana University Bloomington. Five committees of faculty and senior administrators who knew the campus ecology relevant to each criterion and were in a position to ask consequential questions addressed each of the criteria.

Criterion 1

Mission and Integrity

Chair: Professor Jeanne Sept,
Vice Provost and Dean of the Faculties

Criterion 2

Preparing for the Future

Chair: Professor Douglas Priest,
Associate Vice Provost for Budget and Long-Range Planning

Criterion 3

Student Learning and Effective Teaching

Chair: Professor Raymond Smith,
Associate Vice Provost for Academic Affairs;
Executive Director, Instructional Support Services

Criterion 4

Acquisition, Discovery, and Application of Knowledge

Chair: Professor Ann Gellis,
Associate Dean, Office of Research and University Graduate School

Criterion 5

Engagement and Service

Chair: Professor Leslie J. Coyne,
Associate Vice Provost and Director of Extended Programs

The committees' methods varied, but all chapters were written in a spirit of inquiry that the campus has found useful in sparking the deliberations that will shape the future of IU Bloomington. For example, **Criterion 1 Mission and Integrity** required reference to foundational documents and campus leadership, and stimulated conversations that continue as a new administration begins; **Criterion 3 Student Learning and Effective Teaching** demanded consultation and self study across all disciplines and schools. While no doubt some disciplinary corners of the campus are not represented as fully as they might be, Indiana University Bloomington is a large and complex place. **Criteria 1–5** represent a good faith effort on the part of the committees to provide the Higher Learning Commission with a fine-grained view of the campus's endeavors on all five fronts.

The final chapter, **Globalization and the Internationalization of the IU Bloomington Campus**, was perhaps the most ambitious element of the self-study. After the Council of Deans determined our area of inquiry, the Office of Academic Affairs chose as primary investigator a faculty member with vast experience working in inter

national educational settings. The faculty, staff, and students gave special attention to questions centering on six areas of concern:

1. Undergraduate experiences
2. Research, scholarship, and creative activity
3. Curriculum and teaching
4. Preparation of graduate students
5. Area and language studies
6. Information technology

The various methodologies for inquiry in these six areas are discussed in detail in the introduction to **Globalization**, but suffice it to say that we did not rely on any one method; findings were triangulated on the basis of focus groups, annual reports, and multiple survey instruments in short, our methods were varied, coordinated, redundant, and both qualitative and quantitative.

This is not to say that each chapter was a discrete project completed in isolation. Far from it. The research and writing team, in gathering data initially, determined that almost all endeavors on campus demonstrated a concern for or interest in the international context of that effort on the part of our administration, faculty, staff, and students. As a practical matter, then, nearly every mission, planning document, program, curriculum, and research or service initiative mentioned in **Criteria 1–5** is imbued with an explicit or implicit institutional self consciousness of Indiana University’s role and utility in the state, nation, and world. For the convenience of the reader, and to demonstrate the breadth and depth of our institutional commitment to internationalization, the *globe symbol* to the left of this paragraph appears throughout the text of **Criteria 1–5** to indicate an example of the international thread that runs through the fabric of Indiana University Bloomington.



Globalization Highlight

Formal Response to Concerns Registered in “Report of a Visit to Indiana University-Bloomington” for the Commission on Institutions of Higher Education, North Central Association, April 6–9, 1997

The concerns noted in the 1997 evaluation have been addressed. While more can and should be done particularly in the area of diversity and recruitment and retention of minority students and faculty we continue to make progress in each of the areas highlighted by the 1997 reviewers.

- 1. The administration of Indiana University Bloomington is not clearly separated from the administration of Indiana University, which leads to confusion about roles and some concern about***

enabling vigorous advocacy of Bloomington in a period when resources for higher education are limited. This concern is augmented by the unusual extent to which the University has relied on personal relationships among long time administrators, in lieu of established procedures, to manage a complex organization.

As part of the changes to administrative structure noted above, Professor Karen Hanson became Indiana University's first provost and executive vice president, Indiana University Bloomington. She has been charged with precisely the vigorous advocacy of the Bloomington campus called for in the 1997 report, an advocacy more clearly focused by an IU system wide campus mission differentiation process in 2005 that resulted in Indiana University Bloomington being confirmed as the flagship residential research university within the IU system.

Responsibility Center Management (RCM; see Criterion 2), fully implemented, has bred a rigorous remonstrance system through the Campus Curriculum Committee and elsewhere for insuring few redundancies in undergraduate or graduate offerings. (Most tuition from student credit hours is kept by the offering school.) Just as importantly, there has been a striking turnover in influential administrators at both the school and system levels since Indiana University Bloomington was last reaccredited. Of the roughly 20 academic deans and vice presidents in place in 1997, only one academic dean and one vice president remain in those offices.

2. Faculty governance does not seem to be clearly separated from the administration of the University. While this can add to the sense of collegiality among faculty and administrators, and is viewed by some to be a strength, it can weaken an autonomous faculty voice on matters of educational policy.

The relationship between the administration and the Bloomington Faculty Council (BFC) remains cordial; it is certainly not adversarial. Yet it would be wrongheaded to claim that the administration and the BFC are always in agreement or that the faculty's autonomy or voice is weakened. In 2005, for example, the Bloomington Faculty Council, backed by a vote of more than 600 members of the faculty, called for a review of President Adam Herbert and the reframing of the position of senior vice president for academic affairs and Bloomington chancellor. The Board of Trustees acted with the president in restructuring campus administration as outlined above.

3. Duplication and conflict in the program structures and objectives for the recruitment, retention, and graduation of minority and low income students weakens the overall effort that is being exerted.

4. While the University has been responsive to minority concerns, it has often been done in a crisis mode, resulting in a fragmented, uncoordinated approach.

5. Some minority staff feel ghettoized in programs devoted to minority students, feel that they have little influence to change the institution, and feel they have few career opportunities.

In March of 1998, the campus undertook a review of the programs and services at Indiana University Bloomington that were designed to recruit, retain and graduate Latinos, African Americans, and other underrepresented student groups. This review was conducted by a multiracial team of educators—most from outside IUB—with extensive backgrounds in supporting diversity initiatives and programs in postsecondary education environments. The result of the deliberations of the review team was “20/20: A Vision for Achieving Equity and Excellence at IU Bloomington.” The review team noted many of the concerns outlined by the NCA visitors and proposed remedies <http://www.indiana.edu/~idsa/reports/2020.pdf> that were in large measure enacted through the creation in 1999 of a new office at the vice presidential level, vice president for student development and diversity. A new unit, the Office of Academic Support and Diversity, was created and headed by a faculty member with both campus and system administrative appointments who was charged with centralizing minority programs; developing a strategic plan for the recruitment, retention, and graduation of minority and low income students; and improving campus climate for students, faculty, and staff from historically underrepresented groups.

Two partnerships are worth special mention. The Office of Academic Affairs, working with the Office of Academic Support and Diversity, sponsors a campus retention committee that examines and supports policy and programs designed to assist minority and low income students. Also, in order to leverage state support for low income students through the Indiana 21st Century Scholars program, the Office of Academic Support and Diversity is partnering with the Office of Enrollment Management to provide, through the 21st Century Compact—in addition to state funding for tuition, lodging, board, and textbooks for all qualifying enrolled in grade 8, low income scholars. This represents a considerable commitment of financial aid dollars.

6. Employer-employee relations seem to suffer from inadequate communication, and staff perceive a lack of recognition of their contributions to the University

Since 1993, support staff on campus have been represented by the Communication Workers of America CWA . Among other things, this has resulted in the implementation of more formal and regular means of communication between staff and the administration. In recent years, relations between IU Human Resource Services (UHRS) and the CWA have been particularly fruitful. In 1999, UHRS instituted a Staff Merit Award program, through which staff, faculty, and administration work to award cash bonuses to especially meritorious staff. In addition to this, since 2000, UHRS has collaborated with the academic schools and administrative units in offering substantial bonus awards to both support and professional staff whose performance has been exemplary.

7. Given the ambitious plans for assessment of student learning, there is some concern about maintaining the level of effort, especially in the major.

The campus, led by the four schools with the largest undergraduate enrollments, made a good faith effort to administer the General Problem Solving Assessment see Criterion 3 . The results were interesting but not immediately useful; a means of sowing the findings back into the curricula was not clear. In addition, the merits and psychometric soundness of so-called “value added” tests of the baccalaureate were being called into question nationally. We initiated, then, as a parallel means of assessment, the Scholarship of Teaching and Learning project SOTL , in which faculty frame research questions designed to measure students’ discipline and course based learning. IUB was recognized in 2003 with the Theodore M. Hesburgh Award for our Scholarship of Teaching and Learning program; this award is presented annually by TIAA-CREF to a college or university with an outstanding faculty development program that also improves undergraduate teaching and learning. This program has spread throughout the campus and the disciplines; more than 20 percent of our faculty have attended one or more SOTL seminars. In short, a culture of scholarly teaching has taken root; consequently, our students’ learning is being appraised in ways more useful to our faculty and in a more situated fashion than through a “value added” general assessment instrument.

8. The increasing inadequacy of library space to accommodate the growth of collections and changes in user services is seriously threatening the quality of the library.

In 2002 the university opened the Ruth Lilly Auxiliary Library Facility, a shelving facility on the edge of the Bloomington campus that provides more than 12 miles of shelving to accommodate approximately 2.7 million items. This facility, which also includes a preservation laboratory, provides essential space for print and film collections and has relieved overcrowded conditions in the Herman B Wells Library the main campus library and branch libraries. Consequently, the IUB Libraries have repurposed space to benefit users. Perhaps most notable is the creation of the popular Information Commons, a 24/7 technology-infused space within the Wells Library nearly the size of six NCAA basketball courts. Plans are under way to construct a second module of the Auxiliary Library Facility.

9. While in general the Board of Trustees functions at the appropriate level of oversight, and the University benefits from its dedicated support, there is a tendency toward over activism and micro management on the part of some Trustees.

By November 2007, President McRobbie will have been in that office for five months; five of the nine trustees will have served for fewer than three years. No member of the Board of Trustees serving in 1997 is serving now. The duties and responsibilities of the members of the Board of Trustees are laid out in the Indiana Code and in the Bylaws of the Indiana University Board of Trustees <http://www.indiana.edu/~trustees/bylaws.shtml> .