

THE IUSB CAMPUS PLAN

REALIZING OUR MISSION FOR THE FUTURE

Review and Update: Fall, 1994



OFFICE OF THE
CHANCELLOR

The 1990s, and probably beyond, will be a time of testing for higher education institutions. Increasing population growth in some parts of the country, decreasing numbers of 18-year-olds in others, fiscal constraints brought about by national and international conditions, changing workforce demands, and general loss of confidence in the higher education enterprise all speak to an environment in which complacency is the road to failure.

Myles Brand, "Seeking The Golden Mean"

Look inside any classroom, and it is easy to understand how much the university has changed and continues to do so. We find not one but many "generations" responding to assignments, more apt to question and challenge than to accept authority, quick to offer experience from work or family as counterpoint to textbook and case studies.... Consequently, American higher education faces not only dramatic demands on its traditional resources but a mandate to rethink the needs of a diverse student community.

H. Daniel Cohen, "Meet The New Majority"

I. INTRODUCTION

Prologue: Our Mission for the Future.	1
History: Indiana University South Bend.	2
IUSB Today: The IUSB "Signature".	6
Academic Distinction: Programs and Faculty	
Liberal Arts Consensus	
Development of Professional Excellence	
Commitment to Diversity	
Indiana University Statewide Linkage	
Climate of Collegiality	
Window on the Community	
Goals and Benchmarks of Excellence.	10

II. REALIZING OUR MISSION

1. Setting the Standards for Collegiate Distinction: The IUSB Student.	11
A New Student Body	
The Student "Culture": Promoting Affiliation and Retention	
Academic Support: Development and Distinction	
Enhancing Our Diversity	
RECOMMENDATIONS.	23
2. Setting the Standards for Intellectual Community: The IUSB Faculty and Staff.	28
Recruitment and Retention of Full-Time Faculty	
Teaching Excellence	
Research Support	
Minority Enhancement and Faculty Diversity	
The Adjunct Faculty	
Staff Development	
RECOMMENDATIONS.	36
3. Setting the Standards for Academic Quality: The IUSB Program.	39
Undergraduate Education: Quality and Diversity	
IUSB's Academic Agenda	
Academic Achievement and Preparedness	
Full Educational Access: Degree Programs	
Distinctive Programs at IUSB	
The Summer Session: Year-Round Campus	
The Seamless Curriculum	
RECOMMENDATIONS.	54

4. Setting the Standards for Instructional Delivery: Remapping the IUSB Campus. . . 58

Climate of Learning: the IUSB Campus

New Priorities: The IUSB Facilities Master Plan

The "Virtual" Campus: Educational Technology and Outreach

The IUSB Library in the Information Age

RECOMMENDATIONS.....65

5. Setting the Standards for Partnership: Community, Region, and State. 68

IUSB: Charting the Boundaries

Resource Development: A Growing Concern

Telling the Story: Marketing and Communications

IUSB Alumni: Forging the Bonds

Advisory Boards: Advocacy and Networking

IUSB and IU: One University

RECOMMENDATIONS.....75

III. SUMMARY AND CONCLUSION77

IV. APPENDIX79

THE IUSB CAMPUS PLAN

Prologue: Mission for the Future

Indiana University South Bend is a campus already confronting the future: an institution with a strong sense of academic purpose and quality, responsive to the changes sweeping through American higher education. Well-established in north-central Indiana, IUSB benefits from its range of programs at all levels of study, and from its size, which from the first has encouraged the close interaction of faculty and students and significant collegial exchange. Today, the campus is experiencing unprecedented and substantial growth. We expect to grow still further, from enrollments nearing 8,000 in 1994 to a planned 12,000 by early in the next century.

Meeting the needs of an increasing number of students is not our only challenge. We are serving not only a larger but an increasingly-diverse constituency. We also are being asked to provide new levels of academic access and advancement at a time of scarce and shrinking resources--a situation not likely to improve. Clearly, yesterday's strategies will not meet tomorrow's demands. Our identity has been shaped by Indiana University as well as the community in which we reside. To realize our mission for the future, while maintaining our tradition of excellence, IUSB must chart a new course in the academy.

Our progress in developing this new university itinerary will be represented physically and literally in the coming decades as the campus extends across the banks of the St. Joseph River. IUSB will also create more significant connections with a local and statewide community of interests and with the academy at large. Serving as an educational nexus, IUSB will be setting new standards for the future.

IUSB has already forged academic linkages between the traditional and the new. For more than twenty-five years, IUSB students have exemplified what university leaders call the "new majority." Many of our students are adults, entering or re-entering IUSB with their own agendas, frequently first-generation collegians, balancing multiple commitments and obligations, often attending part-time. But even these generalizations do not always fit. While we enroll many older students, more and more students of traditional college age are entering IUSB directly from high school to seek higher education, many on a full-time basis.

IUSB has always served a "new" student body. In the 90's, they are no longer the exception in American higher education, but fast becoming the rule. Drawing on our own experience in managing diversity, IUSB has a special opportunity to become a national model for public universities: promoting the pursuit of knowledge and encouraging new avenues of discovery; a proving-ground for both tradition and innovation.

History: Indiana University South Bend

A little more than a quarter-century old, IUSB is highly conscious of its evolution. The physical campus facilities provide visual evidence of the university's struggle to create an environment of learning. Until the opening of the Franklin B. Schurz library in 1989, only one major structure on the campus had been built originally to house academic programs: Northside Hall, an office-laboratory-classroom-auditorium building of many angles and additions. Today, Northside is part of a new campus quadrangle, facing the first section of a campus mall; the Schurz library, a tower of glass and limestone at the south edge of the mall, is now the campus focal point. It is the first stage of a new campus design which has existed until now largely in the collective imagination of faculty, students, and community.

Other IUSB buildings testify to both ingenuity and necessity. A former tool-and-die warehouse has been refitted to house the Education Division. Near the river where a boating club once stood, a small structure, Riverside Hall, now houses dental and nursing programs. At the other campus border, a former corporate headquarters has been partitioned into classrooms and offices for faculty, admissions, security, administration, student services, the university cafeteria, and continuing education, with a section remodeled as a child-care center. A cheese factory has been converted tastefully into art studios, although faculty and student sculptors continue to work in an empty warehouse blocks away. In 1993, IUSB opened another refitted building housing laboratories and offices for Purdue programs, which was once an Army Reserve Center. Other programs--the writing center, international programs, athletics--operate in former residences near the campus. As we extend our regional range, IUSB programs also are offered in rented facilities in several nearby communities.

Other major physical changes are under way. The campus borders will expand, both literally and figuratively, in the future. For now, many decisions need to be made. As one example, the Juvenile Detention Center still operates on our eastern border, although there are plans in the community to relocate that facility. In 1994, IUSB at last gained access to the old Coca-Cola warehouse at the northern edge of the campus, and cleared space for the construction of a badly-needed parking garage. Spring, 1994 also marked the groundbreaking for a new classroom-office building. The green campus mall will soon extend to Mishawaka Avenue, again changing the external face of the campus.

Within the campus setting, providing adequate space designed and outfitted for teaching and research is and has been a high priority in recent years. The core of Northside Hall which had once housed the campus library was remodeled to provide students and faculty with state-of-the-art computer and science laboratories. Enrollment growth, however, continues to translate into a shortage of classroom and office space. To accommodate all of our evening classes, IUSB has had to lease classrooms in a high school across the street.

Student activity and study space is also at a premium. Until IUSB has an academic activities building (part of the master facilities plan for the future), students must study in hallway

carrels, at cafeteria tables, and sometimes in their cars in the parking lot. Campus recreation and sports programs, high on the list of student demands, have been low on the list of statewide funding priorities. IUSB has been forced to rent a gymnasium at a city middle school for its "home" games and practices. Nevertheless, and against the odds, faculty, staff, and student support of these activities has begun to create a stronger sense of campus identity and community.

Indeed, in recent years, our campus image has changed dramatically and positively. The IUSB campus of the future was once visible only as a scale model, under glass, in the front lobby of the administration building. It is now becoming a life-sized reality, as we begin to plan and construct new classrooms, laboratories, offices, a parking garage, a multi-purpose academic activities building for students and faculty use, playing fields, residential space, a conference center, and a green mall which will bring cohesion to the campus. Developed under dynamic campus leadership, reviewed by all local constituencies, approved by the IU Trustees, winning support of state and local business and governmental leaders, the master facilities plan embodies our aspirations to provide an excellent climate of learning.

Physical facilities are, of course, only one indication of campus promise. IUSB has always made people and ideas its first priorities. That emphasis on the quality of teaching, learning, and the academic program has not changed. As a growing, responsive educational institution, IUSB clearly recognizes that substance and form are interdependent; that good faculty and good programs, and the good students which they attract, demand good facilities.

IUSB's development thus far has been shaped by many external forces. Located on the south bend of a meandering river in north-central Indiana, a green spot in a "rust belt" community, IUSB has felt the impact of economic changes. Faculty now facing the challenges of crowded classrooms can still remember the enrollment decline of the early 80's, which strongly tested our sense of mission and purpose. The economic climate, indeed, continues to have significant impact on our enrollment and on campus development.

IUSB is also connected with and influenced by the extraordinary number of post-secondary institutions in the immediate vicinity, many with clearly-defined missions and established traditions: St. Mary's College, Goshen College, Bethel College, IVTech, Holy Cross Junior College, and the University of Notre Dame. As the only comprehensive public university among the area's many institutions of higher education, IUSB is uniquely a community barometer as well as an important and accessible resource.

In many ways, the community which originally demanded and supported its establishment has determined the IUSB mission: *to provide the citizens of the surrounding area, and those who seek entrance into our programs from other communities and other lands, qualified for collegiate work, with an excellent, comprehensive educational opportunity.* For all of our students, young and old, who take advantage of that opportunity, IUSB is a point of connection to the future. Degree programs at both the undergraduate and graduate levels prepare students to

contribute to the civic "health" and to the business, professional, and cultural well-being of the larger community.

One of the eight Indiana University campuses, IUSB is an active participant and partner in planning the IU future--an endeavor to promote Indiana at its best. The IUSB faculty and administration share the university's goals for higher education across the state: a focus on academic distinction, economic development, and access. IUSB's curriculum, built on the foundation of the liberal arts and sciences, with comprehensive and strong undergraduate and graduate professional programs, reflects and embodies Indiana University's character, excellence, and tradition.

Throughout its existence as an Indiana University campus, IUSB has also maintained its own claims to distinction. Its faculty members, most with terminal degrees from an impressive array of national and international institutions, have won state and national recognition for outstanding teaching. Collectively, they have demonstrated the commitment which marks what a Carnegie report calls "the New American Scholar": viewing teaching as their central responsibility, an essential part of intellectual inquiry. In that spirit of inquiry, the faculty publish widely in a range of fields, and their scholarly and creative endeavors are recognized and supported by external as well as institutional grants and fellowships. They provide significant cultural resources to students and to the entire community. The faculty includes outstanding artist-teachers in residence, and its strong commitment to music, theatre and fine arts is reflected in the programs of the Division of the Arts, organized in 1990.

As a faculty planning committee has pointed out, in its present stage of growth and development, IUSB considers itself "part of but not limited to its geographic location". Today, as part of our growth and change, the boundaries of the IUSB campus and program are being enlarged. The Trustees have approved a literal extension of our campus westward. The campus has also begun to attract students from beyond the region, and has internationalized its curriculum to prepare our students for the demands of a global economy. IUSB is now providing selected academic programs in surrounding communities, planning to expand the possibilities of "distance education," and devoting resources to regional research and analysis. IUSB has also stretched its boundaries by developing new academic programs and promoting further educational opportunities for students and faculty, although limited by legislative budgetary allotments.

For decades, IUSB has also been extending Indiana University's mission to the people of the state through professional offerings. Responding to community demands, a nursing program and a social work program, in cooperation with IU's statewide schools, now are available to IUSB students. A number of Allied Health programs have also been established to meet community needs. IUSB is also a center for Purdue Technology programs, and has committed space to their expansion. In that sense, both of the state's major universities have had an impact on the campus.

In theory, all universities support three educational missions: teaching, research, and service. At IUSB, the concept of service to the community is more than *pro forma*. Many IUSB

faculty have been recognized for outstanding service, both by state and local agencies and through the highest Indiana University service recognition, the Pinnell Awards. Today, the university interacts with its local constituents in an impressive range of programs of research, consultation, and instruction. In turn, the community supplies the university with a renewable resource of advisors, teachers, and life-long learners: a "seamless" relationship.

Of all of our challenges, educating our diverse student body represents IUSB's greatest test and its most interesting opportunity. Educational forecasters are speculating about the "student body of the future". IUSB is dealing with that future now.

At IUSB today, more students are entering virtually all available educational "tracks": traditional-aged commuters, adult learners, graduate students, part-time students of all ages and from many professions. Our student body is characterized by an amazing array of interests. Current studies point to special problems at campuses like IUSB: academic coherence, retention, underpreparedness (not only academic needs, but unfamiliarity with the "culture" of the university), institutional affiliation, and economic pressures. We have only begun to understand how best to guide and educate students who must balance and weigh multiple demands, and whose collegiate careers may span decades.

Admittedly, it is difficult to plan for a student group whose academic lives are discontinuous. It is even more of a challenge to design strategies to work with what the IUSB Chancellor has called the "meta-student body," students who are not currently in study but plan to return. IUSB has begun an innovative program of communication and involvement targeted at those who have stopped out, encouraging them to realize their aspirations for a college degree. Additionally, over a third of IUSB students transfer to our campus from other institutions. To provide a better transition to campus life, IUSB now holds special orientation sessions for transfer students. A new majority student body demands new strategies and new structures. Our experience has given us more insight into their lives and needs, and a better sense of what our institution can do to promote their academic advancement in the future.

IUSB Today: The IUSB "Signature"

Tracing our institutional "signature," we can define our distinctive character in several important ways:

- **Academic Distinction: Programs and Faculty**
 - **Liberal Arts Consensus**
 - **Development of Professional Excellence**
 - **Commitment to Academic Diversity**
 - **Indiana University Statewide Linkages**
 - **Climate of Collegiality**
 - **Window on the Community**

Academic Distinction: Programs and Faculty: Even with its relatively small size and limited resources, IUSB has been able to develop programs of obvious academic distinction. This reflects well-defined institutional priorities. To provide a comprehensive and solid arts and sciences program, IUSB has an extremely well-qualified faculty: scholars who are recognized as distinguished teachers. They also provide a significant resource to the community. Music, fine arts, and theatre programs flourish, drawing appreciative audiences and gaining significant attention beyond "Michiana". Professional programs allow excellent students from the area to pursue both undergraduate and graduate degrees. A well-qualified and talented staff supports faculty and program efforts.

Liberal Arts Consensus: IUSB's special distinction is also based upon a strong campus consensus about the appropriate goals of undergraduate education. In contrast to many public and private institutions growing up in the sixties and seventies, IUSB has maintained a belief in the vital importance of the liberal arts and sciences as the center of all baccalaureate study, including professional areas, and all divisions thus draw on those programs. As faculty planning groups have noted, this commitment has provided IUSB with many of the benefits of a liberal arts college: desirable student-faculty ratios and levels of interaction, highly-qualified faculty, excellence in teaching, strong commitment to the cultural arts, and cross-disciplinary exchange.

Development of Professional Excellence: In its emphasis on strong professional education, IUSB also offers significant advantages not available in most liberal arts colleges. The faculty and students in Business and Economics, Education, Nursing, Dental, SPEA, Social Work, Continuing Studies, Labor Studies, Allied Health, and the Division of the Arts promote and pursue high standards of professional excellence at both the undergraduate and graduate levels, preparing students for productive careers. Professional study at IUSB is also essential to the university's interaction with a large community of interests. IUSB's professional programs provide the region with a cadre of well-educated specialists and consultative expertise.

Commitment to Diversity: IUSB is committed to its mission as a public university, squarely of this time and place, indelibly marked by the community. Thus, it is also committed to educational opportunity and diversity. While we agree on a common set of academic values, our curriculum is comprehensive, providing many options. The IUSB student can choose from among 63 undergraduate majors, 20 associate degrees, 6 certificate programs, and 13 master's degree programs and/or concentrations.

Clearly, program diversity is appropriate for the diverse IUSB student body. IUSB students are difficult to characterize by "averages." Some are the first in their families to attend college, often entering or re-entering college to pursue new directions. But significant numbers of graduate students enroll at IUSB to follow traditional pathways, along with a growing number of traditional-aged full-time undergraduate students.

In this commitment to both a liberal arts "center" and program diversity, IUSB is an interesting academic model. It offers educational access to the range of students seeking an excellent public education. It provides educational diversity on a human scale, with exciting opportunities for interactive and collaborative research, scholarship, and instruction. IUSB can offer a "seamless" curriculum, joining university and community cultures.

Indiana University Statewide Linkage: Besides the clear emphasis on student and program diversity, IUSB's linkage with Indiana University statewide sets it apart from the traditional, private liberal arts college, and even many other public institutions, in important ways.

IUSB has natural alliances with each of the diverse institutions which make up the "one" Indiana University--perhaps more than most. We can relate our original mandate and the evolution of our goals to the academic development taking place in New Albany, Richmond, and Kokomo. We can watch our growing rapprochement with Purdue through the lens of Fort Wayne's experience. In our concern with minority students, and relationships with area schools, we are like Northwest. We are much like IUPUI: an urban university (although we draw upon a smaller population center), we play a strong role in community development; we maintain a strong professional commitment (again, relative to our size). We also offer significant graduate programs (about 20% of IUSB students are enrolled in graduate study.) Our front door opens to admit re-entering adults to both credit and continuing studies programs, on and off campus, daytime and evening; all of our students typically must balance academic and family/job responsibilities. In our

history and tradition, in our concern about the cultural and fine arts, and in the emphasis on the liberal arts and sciences in general, IUSB's "signature" also resembles Bloomington's.

With confidence in our central purposes, IUSB has become a full and contributing partner in Indiana University's "one university" linkages. Professional programs owe their early direction and establishment to IU's statewide schools. Those schools continue to provide important local, national, and world-wide linkages for this campus as we build our own constituencies; our professional programs receive campus-specific accreditation. The development of a significant international program at IUSB, with student and faculty exchanges, also reflects IU's longstanding commitment to serve as a "window on the world". The university library has supported and influenced IUSB's library automation and the development of the collection.

IUSB not only draws on but contributes to the identity and strength of Indiana University, statewide. In the process of exploring these linkages and creating new connections, we have been validating the promise of intellectual inquiry at a public university.

Climate of Collegiality: IUSB has a genuinely collegial atmosphere. In surveys reported in our most recent North Central Association self-study, faculty expressed a high degree of satisfaction with their colleagues and their opportunities for exchange. Cross-disciplinary faculty interaction is characteristic of the informal ongoing campus dialogue. It is also supported formally through such mechanisms as the "Dean's Seminar Series," where faculty present ideas on the cutting edge of their disciplines to an interested circle of faculty colleagues.

As a result of such interactive and integrative activities, the faculty has been able to expand curricular offerings by developing interdisciplinary programs, such as American Studies, Women's Studies, Gerontology, Management Science, Film Studies, and Religious Studies. Such programs fulfill two important functions: they offer students a wider range of academic options by maximizing existing resources; they provide faculty members yet another avenue for professional and intellectual growth. Our Master's of Liberal Studies Program is a further extension of collegiality in the academic sphere. This cross-fertilization enhances opportunities for IUSB students as well as faculty.

IUSB's collegial signature marks its models of governance. Campus deliberations take place in a climate of mutual respect: respect for differences; respect for intellectual integrity. In less than three decades, IUSB has developed from a small and necessarily-collaborative program into a remarkably well-integrated and genuinely collegial university. This can be seen clearly in IUSB's administrative structure and mechanisms for faculty and staff decision-making. Within its many departments and divisions, there are no "second class" programs at IUSB.

In the past, the faculty and the administration have demonstrated an ability to work together to solve timely and critical problems. Growth and change thus far seem to have increased rather than diminished our collegial spirit.

Window on the Community: IUSB is not only located in, but is an essential part of the community, a key player in the cultural, educational, and economic scene. IUSB provides the community with an objective perspective on local trends and critical issues through its economic forecasting, its educational clinics, its local and regional conferences, and its community survey and urban observatory programs. As residents themselves, and in harmony with IUSB's public mission, faculty and administrators are encouraged to work with the community. Additionally, in contrast to those who migrate from their homes to attend residential colleges and universities, IUSB alumni become community leaders.

Our signature is thus clear--but complex.

IUSB: Setting the Standards for the Future

In the introduction and prologue, we have described our sense of place in higher education: traditional visions and new concerns which charge our own sense of purpose. We have reviewed our history and the evolution of our physical and programmatic boundaries. In tracing and defining IUSB's "signature", we have inevitably begun to create a new one, marked but not restricted by the shaping hand of the past.

During the past quarter century, we have demonstrated in principle that our model--linking traditional and new educational goals, providing comprehensive university programs for a diverse student body in a collegial environment--can work. We see the projected enrollment growth at IUSB as the next step in realizing our full institutional potential.

We recognize that expansion of enrollment, program, and physical campus will have both qualitative and quantitative implications. Today, our resources are over-taxed, placing limits on growth. We thus emphasize in the campus plan that now and in the future, faculty, program, and facilities development must keep pace with increasing student demand.

Goals and Benchmarks of Excellence

IUSB has three interdependent goals as we move into the 21st century:

- Serving 12,000 students
- Remapping the campus geography:
The IUSB Master Facilities Plan
- Enhancing educational resources for faculty, students, and community

IUSB's growth will come as a planned response to the needs of the community for higher education, opening many doors to academic advancement. Maintaining the integrity of our institution will require intensified development in each major area of institutional concern:

1. **Students:** Recruiting, admitting, retaining, and educating a broadly-based student constituency, well-prepared for a demanding and changing future;
2. **Faculty and Staff:** Attracting and retaining a first-class faculty, recognized for their excellence in teaching and distinction in scholarship, their collegial exchange, and their service to the university and the community; and supporting a highly-skilled professional, clerical, and administrative staff;
3. **Program:** Providing a comprehensive academic program, promoting understanding of the diverse approaches to intellectual inquiry, and fostering the depth acquired in professional and arts and science majors. The IUSB program should offer access to the fullest range of both undergraduate and graduate education, including our partnership with Purdue;
4. **Campus:** Creating a genuine university atmosphere with attractive, state-of-the-art classrooms, library, laboratory, and technological facilities an environment of learning compatible with the quality of the academic programs, student body, and faculty;
5. **Community, Region, and State:** Building productive relationships with the community, region, and state; providing full access to IU resources, and promoting the university's statewide mission.

1. Setting the Standards for Collegiate Distinction: The IUSB Students

- **Serving A New Student Body**
 - **The Student Culture: Promoting Affiliation and Retention**
 - **Academic Support: Development and Distinction**
 - **Enhancing Our Diversity**
-

Serving A New Student Body

IUSB was an early participant in the debate in higher education about the needs of the "new majority," students who by the year 2000 will represent higher education's largest constituency and most significant challenge. They have been loosely defined as "non-traditional." At IUSB, they may be older, on the average, than a typical residential college student, although increasing numbers enter IUSB shortly after high school graduation. Virtually all but a small group of international students commute to campus each day. Many may attend college part-time as they balance family and work commitments. A high percentage of our students are first-generation college-goers; IUSB provides them educational opportunities that did not exist decades ago. More than 50% are female. Clearly, IUSB has been serving a "new" student body.

Visualizing them as a new majority represents a significant change of attitude about the scope and purpose of collegiate education. In the past, they would have been considered an exception to the norm, students who might come to higher education "after hours," instead of entering the front doors of academe. But at campuses like IUSB, such students are not exceptions: indeed, they have made up our undergraduate student body for the past quarter-century.

To meet their diverse needs, IUSB has had to stretch scarce human, physical, and budgetary, in order to make higher education truly accessible. We have had to develop new strategies, resources, scheduling, and academic support. We are also in an excellent position to lay the groundwork for the future academic entry and advancement of such students.

Our experience certainly yields no single profile or prescription for our present and future student body. Instead, we have recognized the enormous diversity of the students entering our doors, from recent high school graduates to older students seeking professional graduate degrees. According to recent campus enrollment reports, our students fall into many overlapping categories. There is the returning adult (over 21, who may have begun college as much as a decade before); the graduate student (over 20% of our students, taking 12% of our credit hours, adult, part-time, but hardly "non-traditional" by the usual academic definitions), and the student who may be exploring the possibility of college study for the first time, coming to us with uncertain expectations and perhaps inadequate collegiate preparation.

Significantly, almost 40% of IUSB students might be classified (were age the only consideration) as "traditional" -- in the 18-24 range. Such students are more likely to attend college full-time. While full-time students are a statistical minority at IUSB, they take well over half of our credit hours. The average age of the IUSB student in 1994 was 26. But the median age, more accurately reflecting the growing number of traditional-aged students, was 23. However, it is important to recognize that IUSB's traditional-aged full-time students would not be described as traditional in other respects. Virtually all commute from home to campus, enrolling for both evening and daytime classes, in order to balance employment and family responsibilities.

If averages provide little help in characterizing the IUSB student, there is even more student diversity in those areas critical to learning: motivation, expectations, and readiness for college. Many IUSB students are class leaders: a number of high school valedictorians have taken advantage of our special merit scholarship program. IUSB also supports a strong Honors program, serving both older and traditional-age students; many Honors graduates go on to post-baccalaureate study or professional school. But IUSB also admits students with academic promise who lack the preparation necessary for collegiate success. Others arrive with "rusty" academic skills, returning after a considerable absence. We have had to develop special strategies to meet their needs as well.

As individuals, our students follow a variety of academic itineraries, often dictated by outside pressures. But once they enter our programs, students from every category mentioned above sit side by side in IUSB classrooms. Their interaction and exchange are stimulating and exciting. On the other hand, the diversity of the student body obviously poses particular problems of pedagogy and student support. Enrollment growth is projected in each category in the future, promising to put even greater demands on IUSB faculty, facilities, staff, student services, and academic programs, as well as increasing the cost per student.

Geographical diversity. Despite the fact that the majority of our students commute to campus, IUSB student demography is not as limited by geography as once was the case. Most IUSB students still are drawn from a 50-mile radius: the largest percentage from St. Joseph and Elkhart counties. But more students are coming to IUSB from beyond those boundaries, while at the same time the campus has extended its off-campus programming. IUSB is well on the way to becoming a center of educational opportunity for the entire region.

In recent years, the campus has been attracting a growing number of excellent international students, at both the undergraduate and graduate level. IUSB also had been able to provide special scholarships to Michigan students, particularly junior college graduates who live close to the Indiana border, and are interested in IUSB baccalaureate degrees.

The Student Body of the Future. Serving this student body has clarified our sense of institutional purpose. In the process, we are reaffirming our mission as a public university which provides a wide range of students with full access to the best higher education has to offer. Our pressing obligation in the coming decades will be to serve an ever-more complex and inclusive

collegiate constituency, young and old, part-time and full-time, assisting them to realize their hopes and expectations.

The Student Culture: Promoting Affiliation and Retention

One quality which does characterize the IUSB student body as a whole is the narrowing of the distance between classroom and workplace. It is by now well understood that intellectual growth is profoundly influenced by out-of-class experience, which affects student motivation, retention and graduation rates. For the IUSB student, out-of-classroom experience includes home and work responsibilities as well as the informal interactions common to any college campus. IUSB must therefore create a supportive academic environment responsive to the special needs and special resources of commuting, working adult students.

Contrary to some assumptions, "student life" is a significant concern not only at traditional residential campuses nor is its definition limited to proms, bowl games, and dormitory residence. In some sense, student life may be even more important at institutions like IUSB, where a student moves across campus and community boundaries on a daily basis. Today, the claims of work, family, and classroom often conflict. We are being challenged to develop new models of student life which promote academic affiliation and connection.

As national studies affirm, the collegiate experience is only one of a group of simultaneous pursuits for such students, and not their chief occupation: they may not even identify themselves as "college students" when asked to describe themselves. The critical issue is not only the place of the student within IUSB, but the place of the university within our students' lives. IUSB needs to consider how attending the university can in itself be a memorable experience; one which sets the stage for personal and professional fulfillment.

What has promoted student affiliation at IUSB? On the positive side, IUSB alumni identify close contact with faculty as the most significant part of their collegiate experience here. Other mechanisms need to be designed to maximize mentoring and interaction. Our task continues to be finding the right fit between student expectations and campus resources.

In some sense, it becomes our responsibility to define the "campus culture" for ourselves and our students. What campus activities might bring us closer together? What environment must we create to achieve our central academic purposes? What are the particular demands of our students, and how do they relate to traditional student expectations? Do we need new strategies to achieve better campus affiliation, academic coherence, and a sense of "belonging" to IUSB? Finally, how do we reach what Chancellor Cohen has identified as IUSB's "meta-student body," literally thousands of students who have begun study at IUSB but out of necessity have stopped out during their academic careers, some for significant periods of time? How can we assist such students to maintain an IUSB connection and complete their work toward a degree?

The establishment of student activities programs, including athletic programs, has been crucial. Creating library study space, although limited, has also improved campus life. A more significant resource in the future will be the planned Academic Activities Building, which will represent a genuine campus home for our commuting students. It will offer better study space, recreational facilities, computer access (now primarily available in campus computer labs, but in great demand by students who most likely do not own their own computers.) The Academic Activities Building will be a positive addition to the physical campus; a visible sign of our concern for students.

Enhanced Student Services. IUSB has always organized its support services to be responsive to the needs of our multifaceted student body. Students themselves have invested resources and sacrificed scarce campus student activity space to allow us to maintain a small-scale but excellent Children's Center on the campus, which has an already-long and growing waiting list. About 80% of the spaces in the recently-expanded Center are reserved for children of current students, with the remainder serving faculty and staff.

Pre-registration and orientation programs are organized to fit the timetable of students, provide needed advising, and help them avoid the final registration-line closeout. In 1993-4, IUSB instituted a system of touch-tone registration to make the process easier and more accessible for our working, commuting students.

Perhaps our greatest advance in student services has been the dramatic improvement of IUSB entry-level assessment, orientation, and placement of new students. Aware of the special needs of the returning or older student, IUSB has established an office with a special adult student counselor, and continues to offer an "introduction to college life" seminar for students who are uncertain of collegiate practices, demands, and available resources. Since the early 90's, we have offered extensive support to all students through the Academic Resource Center (ARC), including assessment, placement, and remediation.

Flexible Program Delivery. To serve full-time, part-time, day and evening students, IUSB has not abandoned but has augmented traditional course scheduling patterns. Our courses, to whatever extent is possible, now span calendar and clock-time. A significant number of programs are now offered at "satellite" educational centers in Elkhart, Argos, Michigan City, Plymouth, Warsaw, and La Porte. We offer extended library hours, and bring portable library and bookstore services to our off-campus program sites, recognizing the need for such ancillary services to provide a quality academic program. Most recently, we have joined in a statewide endeavor to explore the potential of distance education, supplementing classroom instruction with televised and computer programs. IUSB has developed a successful tele-course to promote reading skills, offered at students' convenience on public television. Similar courses in other basic skills areas are under development. With adequate funding, such opportunities may be even greater in the future. While they are not seen as a substitute for interactive classroom instruction, such flexible program options may assist our students in improving college readiness or completing degree programs.

Student Retention. Better scheduling, student activities programs, and enhanced support services are not the only solutions to the complex problems our students face in realizing their collegiate potential at IUSB. We need to increase retention and raise graduation rates. Thus, IUSB has organized a full-scale discussion of strategies for student retention and advancement on a new majority campus. Administrators, faculty, and peer advisors across the campus have undertaken the task of contacting previously-enrolled but currently-unregistered students to encourage them to continue their college study. Such contacts also increase our awareness of those factors which cause student attrition. It is already clear that we need to take better advantage of our students' off-campus responsibilities, to make the "seamlessness" of town and gown an educational advantage.

Other retention factors depend to a large extent on our human, fiscal, and physical resources. Because of fiscal constraints, IUSB's faculty recruitment, classroom improvement, laboratory space enhancement and updating and replacement of equipment have not kept pace with program and student needs. In 1994, we have made a concerted effort to expand our full time faculty, within the limits of our budget; nevertheless, we still rely on too many part-time faculty to maintain our program offerings. At peak hours we continue to experience classroom shortages. Our newest building projects, including a major classroom-office building as well as a much-needed parking garage, will assist to some degree in accommodating increasing enrollments; but more needs to be done to provide adequate resources to attract and retain students at IUSB.

Freshman Division. In the 90's, IUSB has focused on the students most vulnerable to attrition pressures, the Freshman or entering student. Renaming "University Division" the "Freshman Division" was only one indicator of the priority of our retention and advising efforts with this student cohort. The Student Services staff has put together an impressive set of plans and recommendations to improve freshman retention for campus-wide consideration.

Some of those recommendations echoed an earlier faculty subcommittee report on the "Threshold Experience" at IUSB. That committee recommended several strategies to serve IUSB freshmen, including the establishment of freshman seminars and mentoring groups, expansion of the "introduction to college life" concept to reach all new students, and the planning and scheduling of campus-wide events such as an opening convocation for students and their families, to create a sense of community. The General Studies Threshold Seminar is another program which might be expanded to reach more students.

Implementing some of these strategies would require resources so far unavailable. Other freshman activities, such as an active peer advisor program for freshmen, a useful guide to IUSB and its academic resources for Freshman Division students, and a freshman newsletter (*Great Expectations*) have already proved effective in our overall retention efforts.

Academic Support: Development and Distinction

As our programs, faculty, and facilities expand, we are attracting more promising students from the surrounding community. At the same time, reports from the Academic Resource Center on our entry/placement testing reveal major gaps in student preparation, particularly in mathematics and to a lesser degree in writing. Setting standards for the future and enhancing access to IUSB programs has already meant increasing academic support for students at the entry level who are not prepared for college-level work.

ARC: Development and Remediation for IUSB Students. We face significant challenges in dealing with students who may have decided to pursue higher education months or years after the conclusion of their formal preparatory work, requiring refresher or even remedial instruction. Equally-challenging are the needs of our cohort of traditional-aged students, who may also need pre-collegiate preparation, at least in some areas. IUSB offers a number of such programs now for students whose placement scores indicate that they will not succeed in college-level courses.

Already stretching resources to meet a wide range of needs, IUSB is now challenged even more to provide the "bridge" between pre-collegiate and collegiate study. This calls for special instruction, new technology, and careful counseling and guidance of entry-level students. Faculty have also noted that many returning students quickly resurrect skills lost through disuse. For these students, tutorial assistance and brief and focused "collegiate success" workshops may be most successful in easing their transition. The increasing diversity of IUSB students clearly requires diverse program strategies.

In 1989, the IUSB Task Force on the Entry-Level Experience designed the IUSB Academic Resource Center (ARC). The faculty recognized both our immediate and long-term need to assess and place all entering students at their skill levels and to support their academic growth. The ARC, opened in 1990, thus seeks to provide:

- services which assess pre-collegiate preparation, particularly in the areas of literacy and numeracy;
- individual academic advising and counseling;
- a curriculum which remediates skill deficiencies, and introduces a wide range of educational and career choices.

The ARC program, under the leadership of a full-time director, reports to the Office of Academic Affairs, with programs coordinated with the chairs of English and Mathematics and the Dean of Education. ARC lecturers provide developmental and remedial instruction and guidance in writing, mathematics, and reading, in an accessible teaching laboratory with facilities for computer-aided instruction.

One of our highest priorities is student assessment, especially during the transition or entry period. Since 1990, entering students have been required to be assessed for placement in writing,

reading, and mathematics, to diagnose their academic levels and meet developmental or remedial needs more effectively. The Academic Resource Center has been the focal point of such assessment and remedial activities. The entry-level skills assessment implemented by the ARC has enabled IUSB advisors to place students more appropriately in coursework. Tutors are also available through the ARC, supplied by the Honors Program.

"Success" Early Start Program. Different programs are necessary for the traditional-aged student who may not have followed a college-preparatory path in high school. This has been a particular problem among minority students. Thus, they may need extended and comprehensive instruction to achieve college-level competency. Pre-collegiate guidance and intervention would of course, be the most productive strategy; but again, resources have been lacking to undertake any comprehensive program linking community schools and IUSB faculty.

In 1990, with the assistance of members of the Hispanic community, IUSB did launch an "early start" program for Hispanic students, "Project Success." It was well-named: of the approximately 30 students identified for the summer program of assessment and instruction, virtually all continued in study in the subsequent year, boosted not only by the opportunity to satisfy basic requirements in mathematics and writing, but by student services support and mentoring. The Office of Student Services has now expanded this summer program to include African-American students in "Project Success." Provided at no cost to the students, the program also involves them in special "Introduction to College" summer seminars.

Incentives for Academic Distinction. While many educators recognize the breadth and depth of remedial needs of entering college students, few have addressed the significant role universities like IUSB must play in setting the standard for high academic aspirations. Distinguished from their more traditional peers by their "purposeful" approach to college study, many IUSB students may not recognize the virtue of their high motivation, nor understand how far their abilities can take them.

It is difficult to address the complex problems of students entering college who may have forgotten--or may never have fully mastered--academic skills. It may be even more difficult to challenge our students to seek the highest levels of academic advancement. Even the best-qualified IUSB students may not have a realistic assessment of their potential. They need models and measures of academic distinction as well as tangible recognition from the institution as a basis for self-assessment and future choices.

Honors Options at IUSB. Congruent with our emphasis on program quality, a number of honors options are available at IUSB. Two funding programs specifically recognize academic excellence: the Valedictorian's Scholarship, offered to the top students in the 48 high schools in the region IUSB serves, and Honors Scholarships: in 1994, more than sixty Honors grants were awarded, averaging over \$900 per year. A formal Honors Program is open to students in all divisions who meet the high program standards. Within that program, students are provided enriched coursework, faculty advising, and opportunities for research and independent study, as

well as opportunities for more informal exchange with other students and faculty. Their exchange is promoted by an Honors lounge and brown-bag luncheon discussions with faculty. A number of IUSB Honors Program students have had their thesis work selected for presentation at national student research conferences. Serving as role models themselves, students in the Honors Program have formed a tutorial service, administered through the Academic Resource Center, for other IUSB students.

The nature of our student body makes programming for any single cohort--whether developmental or honors--difficult. Work and other outside demands are barriers to scheduling specific targeted or enriched courses; they restrict many of our best students from completing the honors certificate. Others with crowded schedules who recognize that honors courses require significant outside preparation may be reluctant to take up these options. As a result, highly-qualified students may pass through our doors without taking any honors courses.

Nonetheless, our experience since the 70's with the Honors program has demonstrated the advantages of both independent study opportunities and faculty mentoring. With this in mind, we have expanded such possibilities for all IUSB students. Since 1989, IUSB students in good standing have been eligible to apply for funds to promote undergraduate research with a faculty mentor through the Undergraduate Research Fund. So far, students have pursued more than 75 projects of creative activity, scholarship, and scientific research and have mounted artistic exhibits and presented their work at scholarly conferences.

IUSB offers recognition for academic achievements at annual Honors Day ceremonies, and supports honorary societies in schools and disciplines. We also extend honors into the community. To reach the growing number of area high school students considering study at IUSB, those at the top of their high school classes are brought to the campus along with parents and teachers for a Scholars' Day, again underscoring our commitment to excellence and enrichment.

The ASPIRE program, created by IUSB faculty, offers workshops each semester to inform our upper-division students about graduate school opportunities and to suggest useful strategies to gain admission and financial aid. IUSB has begun to host visits from graduate school recruiters, and we hope to increase such contacts in the future. Other incentives need to be created to promote the highest levels of academic performance across the campus and to encourage our top students to pursue further academic study.

We need to provide more opportunities for academic mentorship, especially for students who move at their own pace through various levels of instruction, from basic skills to highest advancement. We must recognize not only in our statements of purpose but in our priorities and programs that development of key intellectual and academic proficiencies is a life-long process.

International Students. Part of the signature of Indiana University is its emphasis upon international programs. IUSB has long participated in the university's statewide programs,

organizing several study-abroad programs which are open to all Indiana University students. Under the aegis of a full-time director, with the establishment of a house on campus which is a center for the program, the IUSB international program has expanded to serve a growing cohort of talented undergraduate and graduate international students: over 200 from more than 45 countries in 1993-4. This dimension of IUSB student life remains significant despite our recent funding setback (new international students are no longer counted for enrollment change funding.) Their presence has raised the overall international consciousness at IUSB.

Although our initial efforts to attract and retain international students have been most rewarding, the limits to the growth of this program are logistical as well as financial. International students require much investment of orientation and advising time anywhere; at a commuter campus, such issues are magnified. The campus has thus far shown ingenuity and resourcefulness in designing programs and housing arrangements. Further growth will depend on our ability to provide housing, advising, a larger ESL (English as a Second Language) program, and financial aid.

Our international students typically have the highest retention and graduation rate of any student cohort. They have also brought a welcome diversity to our campus. Most recently, we have attracted a group of talented music students from Russia, who have not only enhanced our campus environment but have added to our part time teaching resources. Such students have brought IUSB's reputation and name to other countries as well, as they participate in international music competitions.

Currently, the director of International programs holds programs featuring native dishes and discussion of customs for all students and faculty, enhancing student life. Additionally, an excellent directory of the faculty's international expertise and interest has been published to aid in both community information and student recruitment.

Since the essence of international student programs is exchange, further development of international opportunities would also be also desirable. Students in the new majority may be less able to spend a year in another country; however, they can benefit from the campus exchanges, and can also take advantage of short-term programs and residencies.

Women's Studies Programs. Today, women students represent a collegiate majority in America. At IUSB, women make up about 64% of the student body. They represent a substantial majority in fields which have traditionally attracted women, such as education, nursing, library science, allied health, and dental programs; they are also well-represented in all professional areas, including banking and finance, social work, and criminal justice.

IUSB has been particularly sensitive to the needs of returning women, who have had to interrupt or defer collegiate study, and who have significant home and family responsibilities to balance against academic demands. The campus has developed support services for these students

including counseling, advising, and child care programs. At the same time, academic programs in women's studies have grown steadily in number and enrollment.

In 1994, IUSB selected its first full-time Director of Women's Studies, a new faculty position in Liberal Arts and Sciences. Responsive to student demands, a women's studies minor has been established for more than a decade, and a major is under consideration which would offer core courses, cross-listed programs taught by faculty in other departments and support for student research and travel to conferences. IUSB also maintains a women's studies resource center with space for student study, meetings, and advising.

Lessons Learned: Models of Affiliation and Transition. The Honors program, Women's Studies, and the IUSB program for international students have all provided models for successful transition into a collegiate environment, promoting institutional affiliation through faculty-student and peer interaction, and providing an academic "home". This critical combination of formal instruction and advising, along with adequate facilities for interaction, creates a viable campus culture, a key to retention.

Enhancing Our Diversity

Our mission as a public university makes IUSB the point of entry and educational vehicle for students of many ages and backgrounds. In our effort to serve an increasingly-diverse constituency, we have set a high priority, now and for the future, on providing access to under-represented groups, particularly minority students. But increasing the enrollment of minority students raises a series of complex challenges, requiring a significant investment of resources in programs of recruitment, advising, and retention.

Minority Enrollment. IUSB has set minority enrollment goals for the immediate and long-range future. In 1993-4, even though we experienced a slight decline in the number of incoming Freshmen, our minority enrollment increased by 7.3%, exceeding our expectations. Nevertheless, we remain committed to increasing our percentage of minority students by at least 1% more than overall enrollment growth.

By assessing the potential pool of African-American students, constructing a weighted average of student enrollments by county, and treating South Bend as a separate statistical unit, we have determined that the percentage of minority students at IUSB ought to be about 10%. Even after extensive and initially-successful efforts at recruitment, the percentage of African-American and Hispanic students was 6.21% and the total percentage of minority students was 7.60% in 1994. Thus, recruiting, admitting, and retaining minority students remains one of the highest priorities at IUSB.

Statistics on the decline of African-American enrollments across the country make it clear that this is a critical issue confronting American education. However, the fact that this is a national phenomenon has not discouraged but has provided an incentive for Indiana University

and IUSB to pursue our own initiatives. IUSB hired a minority recruitment director in 1988 to work with area high schools. Such efforts have already resulted in an increased number of African-American applicants. However, we remain concerned about minority representation, including the small number of Hispanic students. Finally, if IUSB aspires to be the institution of choice for the best area minority students, it will require even further precollegiate contact, assessment, guidance, and mentoring programs.

We have identified several major factors which IUSB must address if we are to meet our minority enrollment goals:

1. *Funding.* Minority enrollment at IUSB, along with institutions of higher education elsewhere, is threatened by the reductions in federal student aid in recent years, coupled with rising college costs. Tuition grants are often insufficient, since our students depend on outside income for support, and find it difficult to forego employment opportunities. Recently, IUSB has received funding targeted for scholarships for minority students from local industry. Further efforts to improve funding are needed.

2. *Preparation.* Although, as a recent study commissioned by the Lilly Endowment indicates, minority students have "high hopes" for collegiate success, many have not prepared themselves adequately for college study. The high school drop-out rate for minority students from our feeder schools far exceeds the school system average. Further, high school graduation in itself is not equivalent to collegiate readiness. High school counselors in the South Bend Community Schools have indicated that fewer than 50% of African-American and Hispanic high school graduates are able to meet IUSB's basic entrance requirements (upper 50% of graduating class, GPA of 2.0, combined SAT score of 800). Even fewer have been on the college preparatory track.

Part of our motivation to develop ARC, the Academic Resource Center, has been to provide assessment and instructional support for IUSB students who may be underprepared in one or more fundamental areas of skill. But for all-too-many minority students, this effort is needed long before they seek college admission. IUSB needs to work with area schools to develop programs of early intervention, advising, and remediation at the pre-collegiate level.

3. *Lack of Role Models.* Goals for enhancing a minority presence at IUSB in faculty, administrative services, and support staff, have been articulated and are being implemented. While new faculty positions are scarce and the pool of minority faculty is shrinking rather than expanding, departments and divisions have adopted policies requiring active minority recruitment. The administration has been setting aside a "vita bank" position each year, when budgetarily feasible. Adjunct lecturers in many areas of expertise are being sought from the minority community.

New Minority Enhancement Strategies. It is time for further action to enhance IUSB's minority enrollment. The solutions we propose rest upon our determination to meet our goals, the development of more comprehensive support services, and the identification and/or

reallocation of program resources. The efforts cannot be piecemeal: we must plan institutional strategies.

In recent years, faculty and staff in the IUSB Black Council and the Minority Enhancement Committee have taken a more active role in addressing minority issues. Through their efforts, IUSB has formulated a plan to improve the campus climate and provide a focal point for minority issues in a central office, staffed with support staff, peer mentors, and faculty advisors.

The Returning and Traditional Male Student. The majority of IUSB students are female. Many are reclaiming their lives, finding themselves the support system for their families. As noted above, IUSB has developed excellent strategies to support returning woman students. The returning male student generally faces a different set of problems: a midcareer change in professional direction, or job dislocation, requiring different support strategies. Some may have begun full-time work before completing high school, thus limiting their chances to pursue advanced study or gain career advancement.

Serving older male students may require us to enlarge the size and range of academic and support program offerings. Establishing better working relationships with area employers may be even more important. Innovative instructional initiatives, outreach programs at the workplace, flexible scheduling, internships, college and career counseling, and follow-up support for the adult encountering academic problems are all strategies which need further consideration and expansion.

Male students are especially under-represented in our undergraduate population. One reason has already been identified: the limited athletic and recreational programs at IUSB. This is a concern of all IUSB students to some extent, but causes the greatest degree of dissatisfaction among traditional-aged male undergraduates. The hiring of an IUSB athletic director and the development of intercollegiate and club-level athletic programs for both men and women at IUSB have been responsive to student demands. Clearly, construction of an Academic Activities Building with recreational and meeting facilities for students must remain a high institutional priority.

1. Setting the Standards for Collegiate Distinction: The IUSB Students

RECOMMENDATIONS

1. Enhancing Facilities for Teaching, Learning, and Student Life. IUSB has made its first priorities the instructional needs of the new student body. Students can best work in a congenial, well-designed campus environment--in which the campus itself becomes an agent of teaching and learning. Four elements of the IUSB facilities plan for the future will have a direct impact on student life:

■ *Classrooms.* State-of-the art instructional space will be provided to ensure full access to higher education for IUSB students. This will involve both new construction--as in the Classroom-Office building begun in 1994--and continued renovation, as in the redesign of the former Army Reserve Center to house Purdue programs. New classrooms and laboratories will be designed to take advantage of current and future educational technology.

■ The long-discussed and much-needed *Academic Activities Building*, combining recreation and study facilities and providing our students with a campus "home" is clearly a necessity and our next campus priority, in our effort to achieve program cohesiveness.

■ Enhanced *parking and children's center facilities* must match student body growth. The completion of the parking garage in 1994 is a major step in that direction. Future Children's Center facilities close to the campus will need to be identified as our student population expands. We estimate the need to double our 1994 capacity (80-90 spaces at any one time) in order to serve the needs of 12,000 students.

■ IUSB must consider provision for *residence* for those who may otherwise be unable to attend IUSB. Such limited residence facilities, constructed in partnership with a private contractor, serving about 1,000 students, will enable many potential students from beyond the 50-mile commuting radius to take advantage of IUSB's special academic and programmatic strengths.

2. Expanding Resources for Student-Faculty Interaction. Students and alumni note that one of the great advantages of attending IUSB is the excellent faculty-student ratio: the ability of a student to work closely with a professor, and receive expert and individualized attention throughout the undergraduate program. To maintain this advantage, IUSB has put a high priority on enlarging the faculty, support, and administrative staff.

3. Enhancing Student Advising. Major advising, Freshman orientation, Women's studies advising, international student advising, registration advising, career and placement advising, ARC entry assessment, IUCARE: all of these represent advising programs now serving many IUSB students. Much of the existing advising is excellent, especially at entry level and during student orientation. But as we face a growing number of students with continuous and diverse needs, as

well as a considerable number of students transferring from other institutions, IUSB will continue to benefit from enhanced student advising.

To augment and supplement the Freshman Division's comprehensive program, we recommend a five-part strategy to enhance and improve student advising at IUSB:

a. *Expanded faculty role in student advising*, bringing together the expertise of student services staff in scheduling and registration, and the mentorship of resident faculty. Through use of IUCARE and ARC, the expanded advising program would serve the entire range of IUSB students, from precollegiate to postgraduate levels, to maximize faculty and staff effort.

b. *Enhanced Peer Advising*: Peer advising is already one of the most successful areas of Freshman Division/orientation programs at IUSB. We need to take better advantage of the present and potential connections between younger and older students and minority students. To serve 12,000 students, IUSB will expand the number of peer advisors (36 served in that capacity in 1994), using a corps of both mature and younger students, to assist students entering IUSB in learning "the academic ropes". Peer advisors could also provide ongoing academic advice and career and postgraduate guidance.

c. Our students are likely to be self-starters, attuned to self-direction, once the institution points the way. We recommend the further development of *IUCARE* to allow students to map out their programs more easily, using this computerized transcript census.

d. *Communication* is a key issue at an institution where most students commute in and out, frequently change home addresses, and do not receive campus mail. It is even more difficult to communicate with those students not currently in study, whom we call our "meta-student body" (approximately 12,000 students, of whom up to 4,500 may not be in study in any single semester). We have begun to develop strategies for maintaining connections with this significant group, including a special meta-student publication inaugurated in 1994.

Continuing efforts should be made to plan effective electronic communications with IUSB students, utilizing the Sun computer network, bulletin boards, and video technology. As we enhance our technological resources, we will improve our resources for information and advising, including the development of an on-line IUSB student directory.

e. *Career and postgraduate advising* is even more necessary to the IUSB student, seeking to put educational opportunities into practice. Significant progress has been made through an enhanced Job Fair, Choose a Major Night, and on-line DISCOVER access. We recommend continuing the recent initiatives in this area. We recommend expansion of the *career placement resource center*. We also recommend involving IUSB alumni in such programs as "One Step Beyond," to provide career mentors and a related network for IUSB graduates.

4. Enhancement of Financial Aid Services and Scholarship Funding. Rising costs have a special impact on the IUSB student, making it additionally difficult to take many credit hours, and thus extending the time it takes to gain a baccalaureate degree.

Recently, our financial aid office has come under additional pressure to meet student needs. Changes in federal loan policy, and the continuing difficulty of acquiring aid for part-time study has further complicated this issue. We must seek additional support for minority students. More scholarship funding is needed to bridge the residential/non-residential "gap," particularly for international students, as well as for special groups such as music, minority, and athletics. The enthusiastic response to our Valedictorians' Scholarship indicates the need for additional funding for especially-meritorious students in our region.

Our priorities to improve this situation are clear. We need to acquire electronic packaging and inquiry programs for staff and student use. Besides making improvement in our financial aid office (through staffing and through the use of technology), IUSB must seek additional public and private support for financial aid for students in all categories. Our goal is to increase our scholarship endowment to \$2,000,000 in the next decade.

5. Enhanced Efforts in Student Retention. A crucial issue at IUSB is the retention rate of students, particularly focusing on the attrition of entry-level matriculants. We have instituted an array of strategies to improve collegiate retention, with the goal of improving our overall retention rate by 1% each year.

IUSB will continue involving all faculty in all divisions in developing and evaluating more extensive retention strategies in the future, including regular *telephone and mail contacts with unregistered students* by faculty, administrators, staff, and peers.

6. Improving the Registration Process. Typically, the collegiate registration process has been time-consuming, complicated, and sometimes frustrating, even a deterrent for potential students. With full implementation of *touch-tone registration*, IUSB will make registration more efficient and effective for both students and staff. Moving to a "*geographical*" approach to registration will improve the overall process. IUSB will also utilize *computer registration* for students with computer literacy.

7. Enhancement of Student Life. As a new majority campus, where virtually all students commute to the university, and must balance the competing demands of classroom, employment, and household, finding appropriate ways to enhance student life is an enormous and continual challenge. It is also clear that the quality of student life can translate into student affiliation and retention at IUSB, just as it does at a traditional campus. The Academic Activities Building, already in the planning stage, which will provide a center for IUSB students, is a top priority.

We have also set other priorities for the future with direct impact on student life. We propose the development of an *Office of Intramural Sports and Recreation*, to promote student affiliation and retention. With the development of appropriate facilities (the Academic Activities

Building and playing fields on campus), we will extend recreational and intramural opportunities, including hiring a coach for women's sports.

8. Recognition of Academic Distinction. Our future plans for our high achievers include new forms of academic recognition such as the Valedictorians' Scholarship and Honors scholarship funding. We will continue to support honors programs and societies, the undergraduate research fund, and the "ASPIRE" program to encourage students to consider postgraduate opportunities.

9. ESL Programs: International Students. To promote their collegiate success, IUSB has had a growing need to provide "English as a Second Language" programs for international undergraduate and graduate students. We should continue our plans to offer this service either by our own faculty or by contracting for professional assistance.

10. Office for Handicapped Students. IUSB attempts to provide full educational access to handicapped students, and has invested in study and library equipment to make such services possible. With our enrollment growth, this population could be served more effectively through an office with sole responsibility for their diverse and complex needs.

11. Commitment to Diversity: Minority Enhancement. IUSB has set an enrollment goal for minority students of 1% above the overall campus growth rate each year. In addition, we recommend the following local efforts:

- We recommend the establishment of an *Office of Minority Affairs*, to assist in planning, advising, and student advocacy activities.

- We recommend the continuing involvement of IUSB faculty and staff in planning programs for the *recruitment and retention* of minority students.

- We recommend that *special precollegiate transition programs* be made available for minority high school students to enlarge the potential college pool. This would entail expansion of "Project Success" as well as programs for precollegiate students which stress the requirements and benefits of a college education.

- We recommend continuing consultation with the IUSB *community minority advisors* to expand access and improve the recruitment and retention of African-American and Hispanic students.

12. Internships, Externships: Experiential and Service Learning. In Section 3 (Programs), we propose a stronger emphasis on experiential and service learning across the curriculum to exploit the already-existing relationship of employers and students. The IUSB student should be a central player in these activities--not only to enhance retention and promote affiliation, but because that student, also a community resident, has direct interest and access in linking college, and career.

13. Student-Faculty programs. IUSB students frequently cite student-faculty interaction as one of our greatest academic assets. We propose that the faculty work closely with Student Services and the IUSB Student Association to develop further linkage programs to promote interaction and affiliation. Mentoring programs should be established within divisions and university-wide to reach students with particular collegiate needs and career interests. Departmental faculty-student exchanges, seminars, and disciplinary or professional organizations should be expanded to provide students further opportunities to develop expertise and valuable contacts. Campus-wide activities, including special programs highlighting current issues and IUSB resources could also increase student-faculty exchange. Informal gatherings of alumni, students, and faculty, held on the campus (and in the future Academic Activities center) could be planned around IUSB cultural arts exhibits, lectures, and performances. Many of these campus-wide events should involve both students and their families.

2. Setting the Standards for Intellectual Community: The IUSB Faculty and Staff

- **Recruitment and Retention of Full-Time Faculty**
 - **Teaching Excellence**
 - **Research Support**
 - **Minority Enhancement and Faculty Diversity**
 - **The Adjunct Faculty**
 - **Staff Development**
-

IUSB's academic distinction rests upon the accomplishments of a talented, highly-qualified, collegial faculty. The faculty have maintained high educational standards, even in the face of considerable pressures and academic challenges: limited financial resources; increasing numbers of students, many requiring special support and remediation; and, in some cases, inadequate campus facilities for teaching and research.

IUSB's outstanding faculty performance has also been enhanced by the well-trained and dedicated clerical and professional staff, crucial to our enterprise. Besides their support of faculty efforts, staff often serve as the first point of contact with students and the general public. Through their special expertise, they ensure the success of many dimensions of the campus program, from student services to campus security.

Maintaining our collective strength and enhancing our academic distinction in the decades of campus growth ahead will require IUSB to add significantly to its full-time faculty, as well as to expand the range of available staff services. Like our commitment to a growing, increasingly-diverse student body, our plan to enlarge the IUSB faculty is a matter of qualitative as well as quantitative concern. We translate growth not only in terms of additional programs, but in terms of academic excellence.

Because of their deep involvement in the life of this institution, the future holds challenging prospects for the IUSB faculty. Our goal is additional instructional and research depth. We must also add faculty positions to support new areas of instruction and inquiry, thus providing our students and community with full access to undergraduate and selected graduate programs.

From the first, we have attempted to define faculty efforts in terms of the university's multiple missions of teaching, research, and service, emphasizing the significant relationship among these three areas of activity. We believe that teaching, the university's primary mission, is enriched and enlivened by active and engaged scholarship; and recognize that service to the professions and the community enlarges our educational range, bringing faculty expertise to a wider audience.

In the future, we will continue to affirm our institutional commitment to teaching excellence, which has brought more than two dozen major teaching awards to faculty at IUSB. In addition to university-wide teaching recognition, we have established an annual campus teaching award to underscore the importance of teaching excellence, and have expanded our program of faculty development. IUSB faculty have also taken leadership roles in university-wide teaching recognition and enhancement programs, such as FACET (the Faculty Colloquium on Excellence in Teaching). IUSB faculty members have also been recognized for their outstanding commitment to the profession and the community through IUSB's highest faculty award, the Eldon Lundquist Fellowship, and through the all-university Pinnell Award.

As part of our commitment to faculty, IUSB has sought to provide significantly-enhanced resources to support faculty scholarship. IUSB has established a liberal sabbatical leave policy. Through the Office of Academic Affairs, the campus has funded grants-in-aid for research and curricular development, and Summer Faculty Fellowships. University funding has been made available for IUSB faculty to collaborate with colleagues and use facilities on other campuses. Clearly, we believe we must support the full range of scholarly endeavors: teaching, research, and creative activity.

Professional, Clerical, Maintenance, and Security Support Staff. The IUSB staff works at the interface of faculty and community, augmenting and implementing university programs in innumerable ways. They also have a key public role. Interacting with the community at large, the IUSB staff members have embodied and maintained the university's commitments to high standards of education, scholarship, and service.

Enrollment growth has already had a significant impact on the staff, who so often are the first representatives of the university to students and community. Under the leadership of the Office of Business Affairs, staff have been given extensive roles and responsibilities. Further expansion will place additional demands on our professional, clerical, security, and maintenance personnel.

Recruitment and Retention of Full-Time Faculty

Faculty Recruitment: Challenge for the 90's. In the coming decade, IUSB must increase the size of its full-time faculty. Additional full-time faculty are needed if we are to offer the full range of undergraduate and selective graduate programs for our diverse student body; to maintain our excellent climate of student-faculty interaction; to ensure that faculty will have adequate time for their teaching as well as for their pursuit of creative and scholarly endeavors; and to meet increasing demands to serve the community and the state.

IUSB's goal has always been to build a well-qualified resident faculty, but budgetary and enrollment pressures have increased our reliance on adjunct faculty. In most recent years, our percentage of courses taught by full-time faculty has actually declined. In 1993-4, in order to meet course demands, IUSB adjunct faculty have been assigned to teach approximately 43% of the credit hours offered on the schedule.

We consider our adjunct faculty, well-qualified instructors who often bring their special professional expertise to the campus, as great assets to the IUSB teaching program. While the adjunct faculty will always play an important role at IUSB, displaying a genuine devotion to teaching and concern for students, they cannot be expected to shoulder the obligations of student advising, scholarly pursuits, and departmental service required of full-time resident faculty. For the success of our programs, it is essential to have faculty available for instruction, advising, and mentoring virtually around the clock. On the other hand, we recognize that our adjunct faculty provide us with instructional flexibility, and a wider range of programs in special areas, such as music and public affairs, than we could offer without them.

With this in mind, we have set 70%/30% as a better balance of full-time and part-time instruction. As we move toward 12,000 headcount, that would mean that IUSB must add a significant number of full-time faculty in all schools and divisions to ensure the quality of our program and the continuity and coherence required by our new student body. To serve those students and to reach a 70/30 full-time/part-time ratio, IUSB will need to add 146 full-time faculty within the next decade. Recruitment of faculty, as well as identifying the resources necessary for their support, may prove our most imposing challenge in the near future.

Distinguished Faculty Appointments. IUSB has begun to develop opportunities to recruit senior-level distinguished faculty. In 1990, the first IUSB distinguished "named" professorship was established in piano, through the combination of campus resources, income from a private gift, and matching state funds. Similar efforts could and should be made in other areas of institutional priority and community interest.

We also believe that Distinguished Rank should be awarded for special excellence in teaching, and propose to focus future efforts on attracting and retaining distinguished teaching faculty and providing them appropriate university and campus recognition.

Faculty Retention: Compensation and Faculty Development. In the light of such issues, retention is and must be a cause of great concern in our plans for the IUSB faculty in the 90's and beyond. We will benefit from the existing strengths of faculty and program, our collegial tradition, and the exciting prospects for physical improvement, program, staff, and faculty expansion, and enrollment growth. However, our recruitment and retention efforts will be complicated by economic and demographic issues. Possible shortages of faculty could result when growing numbers of current IUSB faculty become eligible for retirement. In addition, our faculty have already become vulnerable to "raiding". Retaining them remains a high campus priority, involving a range of efforts, including but not limited to funding.

Improving faculty compensation has been a campus as well as university-wide priority. By careful allocation of resources in recent years we have been able to achieve salary equity with our peer institutions across the country--a list of institutions similar to IUSB in size and mission (see appendix). Although studies indicate that the low cost of living in the South Bend area is a significant factor in determining our compensation goals, it is also clear that we must become even more competitive if we are to attract and retain excellent faculty. Thus, we have set a

campus goal in the next decade to rank in the upper quartile of peer institutions in terms of faculty compensation.

Recent funding trends have not been encouraging: stringent and inadequate state appropriations and erosion of fringe benefits, a national phenomenon, has had significant impact at IUSB. Nevertheless, we continue to place a high priority on maintaining adequate levels of full-time faculty compensation, as well as ensuring them the ancillary support needed to pursue their teaching and scholarly inquiry.

Faculty development is also important in faculty retention. In recent years, we have added new faculty, creating the need to support comprehensive orientation programs. Indeed, it has become more and more necessary for the institution itself to provide support for faculty development, orientation, "retooling", enhanced support for research assistance and the development of grant proposals, as well as collegial exchange and professional renewal. To ensure the continuation and enhancement of faculty distinction at IUSB, and to meet our largest educational goals, faculty development has been given an even higher priority.

Our traditional approach, like that of many institutions, has been to offer support for the faculty to "develop" away from the campus through leaves and a liberal sabbatical policy. In the future we hope to enhance the ability of faculty to pursue research and teaching interests "at home". With the augmentation of classroom and research facilities, and the addition of new colleagues, faculty development will take on new institutional importance.

Teaching Excellence

The teaching excellence of the IUSB faculty has been validated by an extraordinary number of statewide and campus teaching awards. Maintaining that excellence, however, involves more than one-time recognition of individual distinction. Thus, in recent years, the Office of Academic Affairs has developed ongoing programs for faculty: focusing on teaching, curriculum, and assessment. As the institution grows, we will need to provide more extensive activities for both new and continuing faculty, reinforcing our collegiality and focusing on new strategies to enhance the learning of our new student body.

The emphasis IUSB has always placed on excellence in teaching has been underscored in a number of programs designed to enhance teaching. The TCP (Teacher Consultation Program) provide feedback on classroom effectiveness under the aegis of the Faculty Development Officer. Funds have been provided by the Vice Chancellor for Academic Affairs to promote teaching-related developmental activities, including the establishment of a teaching newsletter and workshops on a variety of strategies and classroom techniques. Academic Affairs, in cooperation with Computer Services, has also sponsored workshops and a grant program to promote and encourage the use of new educational and multi-media technologies.

More incentives to develop the faculty's pedagogical and technological expertise need to be offered in the future. Encouraging our best teaching faculty to serve as mentors and models for

colleagues, and recognizing outstanding teaching performance through campus and university award nominations and distinguished appointments would emphasize the value we place on teaching excellence. Other strategies recommended for future implementation include FACET teaching colloquia and workshops, "Master Teacher" programs, and the expansion of mentoring activities for new faculty.

Collegiality and Interdisciplinarity. IUSB's atmosphere of collegiality has been a factor of program quality as well as an advantage of size. Faculty interdisciplinary exchange and collaboration have led to the creation of new major and minor programs. Cross-disciplinary exchange has also been promoted by campus programs and discussions, such as the annual "Dean's Seminar Series" as well as a large number of more informal faculty exchanges. IUSB's Master of Liberal Studies degree (MLS), the first such graduate degree in the state, was generated out of this collegial climate, and continues to depend on the cooperation of campus departments (largely in the Liberal Arts and Sciences).

Research Support

In planning the IUSB faculty of the future, we are not only responding to the pressures of growth; we are aware of significant shifts in our institutional purposes. Early founding documents and mission statements underplayed and even discouraged research on what were then IU's "regional" campuses, limiting the faculty role. Today, the "scholar-mentor" is regarded as the ideal Indiana University faculty member--devoted to teaching and to scholarship, research, creative activity, and service. In many ways and often against the odds, this ideal has been translated into practice at IUSB. We have provided funding for faculty fellowships, curriculum development, and have maintained an excellent sabbatical leave policy. In the future, as a comprehensive university, we must actively foster an improved environment for the full range of the faculty's scholarly and creative inquiry.

Enhancement of resources is needed to assist faculty in realizing their research, scholarship, and creative endeavors. We have set ourselves the goal of increasing external funding--both submissions and awards--by one-third. In order to realize this goal, the Office of Academic Affairs has provided an enhanced level of assistance in external grant development, essential to promote a high level of faculty research activity. The result has been a significant rise in grant applications. Faculty have also been encouraged to develop collaborative linkages with colleagues across the state, and to seek available I.U. intercampus funding offered through the Office of Research and the University Graduate School (RUGS).

Complementing our teaching mission, research in curriculum design, pedagogy, and the changing needs of the IUSB student body has also been supported at IUSB, with both internal and external funding support. The campus must continue to promote such inquiry in the future. IUSB faculty should also be supported in their important role as consultants of choice in their professional organizations, in the community, and in the state. The demands for faculty support will grow as our campus and faculty expand.

Minority Enhancement and Faculty Diversity

Indiana University is committed to substantially increasing the proportion of minority faculty. Yet this commitment has been hard to realize in practice. Today, with the prospect of new faculty lines, IUSB faces a limited minority faculty pool in most areas. Our record in recent years has been encouraging. We have set a goal of 8% minority faculty by 1997; by 1994, the percentage of minority faculty was 10.4%. But we are also aware of the difficulties in maintaining and exceeding this early faculty recruitment goal.

One possible way to increase that pool is in today's classrooms, through mentorship of promising minority students at the undergraduate and master's degree levels, to enable them to seek further academic advancement. IUSB has taken more tangible and immediate steps by creating "vita bank" positions, offering incentives to departments who attract and retain minority faculty. Unfortunately, budgetary limitations have thus far inhibited our full implementation of that effort every year. The IUSB Black Faculty/Staff Council has played an important role in minority faculty recruitment. While these actions have enabled us to meet our initial goals, we face considerable challenges if we are to maintain or exceed our minority faculty goals in a time of expansion.

Faculty can provide important educational role models for our increasingly-diverse student body, enlarging their view of the academy and their own potential. In this context, IUSB must also continue to enhance its efforts to hire and provide advancement and equity for women. Today, women are represented in most fields as well as in administrative positions; they make up 37% of the full-time tenure-track IUSB faculty. In contrast, they hold a majority of the untenured adjunct faculty positions.

Staff diversity is also essential at an institution like IUSB where the staff represents an essential point of contact for students and the general public. Thus, in recent years, IUSB has been monitoring the staff hiring process to ensure adequate minority representation in the clerical, professional, technical, security, and maintenance staff. In the future, we expect that all these efforts, as well as the establishment of a central office devoted to minority affairs, will improve our campus climate.

The Adjunct Faculty

Part-time or adjunct faculty have always been crucial to the IUSB instructional program. Today, adjunct faculty teach courses in virtually every academic area, from fundamental skills courses to advanced professional programs. While many have been drafted to meet recent enrollment demands, many of our part-time faculty have been working at IUSB for decades: some as long as the institution has been in place. Often full-time professionals, they offer IUSB the benefit of their specialization. Most have advanced degrees, and must meet high departmental standards.

At IUSB, the adjunct faculty thus are considered as faculty associates, rather than emergency replacements. In most departments, adjunct faculty are invited to take part in general discussions of policy and curriculum; adjunct representatives sit on the faculty senate, and join in the work of major committees. The adjunct faculty council reports periodically to the Academic Affairs office and brings issues before the senate.

Increasingly, IUSB has provided its part-time faculty with the kind of academic support often reserved for faculty on tenure track. Since 1988, the Office of Academic Affairs has set aside a special grant fund to support projects of research proposed by members of the adjunct faculty, or to allow them to attend professional meetings. That office also sponsors workshops, mentoring programs, and faculty development sessions for the adjunct faculty.

The emphasis IUSB places on teaching excellence also extends to the part-time faculty. Within departments where a significant number of adjuncts are used in basic skills areas (e.g., English, mathematics, public speaking), special meetings and workshop sessions are offered for program coherence and professional development. Adjunct faculty members may be nominated for "merit" status, which provides additional remuneration and special consideration in scheduling and course assignments. Recognition for continuous service is awarded at an annual reception for part-time faculty.

In recent years, the office of Academic Affairs has developed an excellent Adjunct Faculty Handbook, and provides orientation sessions for this group. We plan to expand an adjunct-full time faculty mentoring program. Serious problems remain, however. Part-time faculty have had limited space for office hours--a key ingredient in the IUSB emphasis on student-faculty interaction and academic advising. Salary levels are generally low. Most serious is the question of professionalization. Although many IUSB adjunct faculty are full-time professionals who bring us expertise from other fields, many others are indeed teaching specialists, well-qualified for full-time lectureship assignments--only available in exceptional circumstances under the present rules for faculty appointments at IUSB.

As we expand our full-time faculty and as we seek to provide our students with the fullest range of professional specialties, as well as establishing stronger community linkages, IUSB must set standards for the future role of part-time faculty. Our more immediate goals for the adjunct faculty include expansion of office space, professional support, and mentoring and faculty development programs.

Staff Development and the IUSB Future

The IUSB staff provide crucial professional and personal services within the university. Staff members administer and implement a wide variety of services and programs. They admit, advise, instruct, and counsel students; organize data and produce reports; support faculty teaching, research and scholarly needs; and promote a safe, secure, and well-maintained work environment. The staff plays an active part in creating a collegial atmosphere. Exemplifying a

strong sense of professional responsibility, the staff, through council recommendations, also work with the administration on significant issues of compensation and advancement.

In this context, staff development has been given a high priority at IUSB. We have made significant improvements in our human resources and staff development programs in recent years. Additionally, the clerical and staff councils have played a major part in many decisions affecting position rankings and related issues. All employees are kept well informed of important issues through newsletters from the human resources department. IUSB intends to continue to improve services in this important area.

Staff Expansion. In the future, as the student body increases and the campus facilities are enhanced and enlarged, the role of the staff will be even more diversified and complex. IUSB thus must add a significant number of staff positions to support 12,000 students and 146 additional new faculty positions. With full cooperation and participation of the professional and clerical staff councils, policies and programs should be developed to address IUSB needs for staff expansion.

2. Setting the Standards for Intellectual Community: The IUSB Faculty and Staff

RECOMMENDATIONS

1. Faculty Expansion. To reach a desirable 70/30 full-time/part-time faculty ratio, IUSB will need 146 additional full-time faculty to serve the enrollments of 12,000 projected in the coming decade. Recruitment of new faculty will rest on the planning of IUSB divisional and departmental units. Program goals will include expansion of new programs congruent with educational and economic needs in the community IUSB serves. Particular attention should be given to new or under-represented program areas, as well as areas of heavily-enrolled required courses, in order to ensure that our students have the benefit of excellent full-time instruction from the point of entry.

2. Salary Equity and Augmentation. Increased faculty compensation has been established as a top budgetary priority for IUSB. Reflecting the particular concern of an institution serving a diverse and growing student body, IUSB will take a significant part in the effort to convince legislative and advisory bodies of the educational crisis facing Indiana in the coming decades, and the critical need to attract and retain talented faculty. Our goal is not only to maintain salary equity in every faculty rank with our peer institutions, but to rank in the upper quartile of that group of national comprehensive universities similar to IUSB in size, institutional category, and mission.

3. Enhanced Faculty Development Strategies. Institutional investment in faculty research and curriculum development have already produced dividends. We thus seek to enlarge the funding base available for such activities, including grants-in-aid, summer fellowship funding, and travel to professional meetings and scholarly collections.

We also plan to expand faculty development by encouraging faculty to develop on-campus research and teaching activities, at the same time providing new resources to serve the growing needs of our students, and enhancing economic development in our region. Key areas of faculty development include:

■ *Grant Development and Assistance.* Continue effort established in the office of Academic Affairs with workshops, direct grant writing advising and assistance, and liaison with state and national research grant resources. Our immediate goal is to increase external grant awards by one-third.

■ *Continue Development of IUSB Faculty "Data Base"* to support faculty in their research efforts, and identify faculty interests and needs systematically.

■ *Instructional and Curricular Development.* Additional support should be provided for instructional and curricular development at IUSB, to reflect our institutional commitment to teaching excellence. Priorities should be set by the Faculty Development Officer, the Senate and divisional teaching committees, and the Vice Chancellor for Academic Affairs. Special Summer

Faculty Fellowships could be made available to faculty pursuing priority areas of teaching enhancement and curriculum development. Particular attention should be given to the integration of new educational technologies into the IUSB classroom.

■ *Departmental/Administrative Development.* National studies suggest that the Department Chair is the chief campus "change agent" in the career of a faculty member. At IUSB, chairs of departments and heads of divisions have extensive administrative as well as teaching responsibilities. Future faculty development efforts should continue to include administrative workshops for both new and experienced chairs to assist them in meeting the needs of the institution and their faculty.

4. Distinguished Ranks, Master Teachers. One recognition of institutional maturity and individual faculty excellence is the establishment of distinguished and chair professorships at IUSB. Through our enhanced development program, funds should be sought for such senior faculty appointments. We plan to add at least one endowed distinguished faculty chair by the year 2000.

To affirm the university's support for teaching excellence, we propose that the Distinguished Professorial Rank be awarded not only on the basis of research accomplishments but to recognize and reward the most outstanding teachers on our faculty.

Faculty recognized for their exceptional teaching at IUSB might serve as teaching consultants, to sit in on colleagues' classes and offer collegial suggestions for teaching enhancement. This "Master Teacher" resource would be especially valuable to mentor and to retain new and junior faculty.

5. Research and Teaching Assistantships. The presence of so many mature and motivated undergraduate students makes IUSB an excellent campus to develop a full-fledged undergraduate research assistantship program, modelled after its pilot "Undergraduate Research Grant" student/mentor program initiated in 1989. Promising undergraduates might work with senior faculty in all disciplines, assisting them in scholarly and creative activity. In cooperation with the office of Research and the University Graduate School, IUSB has co-sponsored Graduate Teaching Fellows, providing significant mentorship and teaching experience for outstanding IU doctoral students in the final year of study. It is time to consider the possibility of providing some level of support for outstanding students enrolled in IUSB graduate study who could benefit from similar mentorship and assist faculty in their own teaching and research.

6. Faculty Diversity: Minority, Women, International Faculty. IUSB is already committed in principle and practice to increasing the number of under-represented faculty. Recruitment efforts to attract minority faculty in all areas have been enhanced through the establishment of special minority vita bank incentives for departments to attract and retain qualified minority faculty. In 1993-4, minority faculty made up 10.4% of the IUSB faculty, meeting and even slightly exceeding our initial campus goal in the statewide "Hoosier Plan" for minority enhancement. To maintain

that percentage in a time of faculty growth will require even more commitment and sustained effort.

Efforts will also continue to increase the percentage of women faculty in all areas. The number of international students at IUSB also makes appointment of faculty with strength and experience in international areas desirable.

Increased numbers of full-time minority, women, and international faculty appointments will result in increased faculty diversity. It may also be useful to explore the possibility of distinguished visiting faculty appointments: a special opportunity to bring outstanding faculty to IUSB for short-term residence.

7. Adjunct Faculty. IUSB will continue the excellent program of adjunct faculty development and support directed by the Office of Academic Affairs, expanding its mentoring efforts. Faculty at the department and divisional level will determine the best use of adjunct faculty in the IUSB future, considering possibilities which have been raised in recent years by full-time faculty groups and the adjunct faculty council, and reviewing the idea of full-time lectureships.

8. Staff Development and Expansion. Under the leadership of the Office of Human Resources, programs of staff development have expanded at IUSB in recent years. Continuing attention should be given to staff issues in the future, emphasizing equity, advancement, public and campus interaction, community and interpersonal relations, and recognition for outstanding campus service. Planning should also continue for a concomittant expansion of the IUSB staff to meet the needs of 12,000 students and an additional 146 IUSB faculty.

3. Setting the Standards for Academic Quality: The IUSB Program

- **Undergraduate Education: Quality and Diversity**
 - **IUSB's Academic Agenda**
 - **Academic Achievement and Preparedness**
 - **Full Educational Access: Degree Programs**
 - **Distinctive Programs at IUSB**
 - **The Summer Session: Year-Round Campus**
 - **The Seamless Curriculum**
-

The IUSB academic program has been shaped by our sense of the breadth of opportunities a university should offer, our consensus about the value of the arts, sciences, and humanities as the foundation of collegiate inquiry, our commitment to professional preparation, and our resolution to encourage students with diverse backgrounds, aspirations, and resources to realize their potential. We have developed a wide range of undergraduate, graduate, and professional programs responsive to these critical issues.

Because of the needs of an increasingly-complex society, and the explosion of knowledge in virtually every field, college students face escalating requirements. In the coming decades, we will enlarge and redefine our vision of academic access, providing programs which not only meet but anticipate and raise educational expectations. Our goal for IUSB is to serve as a campus of choice for students seeking the multiple benefits of a comprehensive university education in an interactive, individualized collegial setting.

Our commitment to this goal has profound implications for program planning, testing both our resolve and our resources. The diverse nature of the student body poses a particular challenge. Many IUSB students enroll with specific professional and career objectives. Many others may enter IUSB without adequate preparation for the challenges of collegiate study. Many are first-generation college students, with little understanding of the expectations and demands of higher education.

IUSB must provide programs which satisfy the objectives of those students with a keen sense of purpose and direction. At the same time, we must also offer those programs which build a foundation for the development of intellectual skills, values and independent habits of mind; programs which not only satisfy immediate demands, but provide a key to future possibilities. Besides a continuing investment in professional education and the central disciplines, IUSB must maintain comprehensive programs of academic support.

Clearly, the development of college-level competency represents only part of our vision of academic access. We hope to prepare all of our students for the *depth* of knowledge required by a complex society. We must enrich the academic major, including the offerings in professional disciplines. We must continue to expand and improve our resources for scientific, technological,

and health-related investigation and instruction to meet the expanding needs of modern society. We must also do a better job of retaining our students, advising and guiding them toward their primary goal: an academic degree. IUSB must serve as a gateway to future educational and economic advancement.

To better fulfill our comprehensive and complex mission, we must plan to provide more baccalaureate programs and more programs of graduate study at the master's degree level. As we add appropriate undergraduate and graduate degrees, we must continue to support programs already recognized for their academic excellence in the fine and cultural arts, in the liberal arts and sciences, and in many professional areas. The challenge, as with all issues related to IUSB's development and growth, is to maintain our academic distinction while expanding instructional possibilities.

Undergraduate Education: Quality and Diversity

American universities have been criticized in recent years for their fragmented, "cafeteria" approach to curriculum. As a result, the curriculum has been a topic of debate among educational agencies, public officials, and the core curriculum has been reconsidered for adoption on traditional residential campuses. At a comprehensive campus where most students commute and have significant outside responsibilities, however, we must also recognize the importance and appropriateness of curricular diversity for a heterogeneous student body. We should not be seeking a road back to the campus of the past, but designing new programs for the future.

This issue takes on special meaning at IUSB, where the pursuit of a degree may span a decade or more, with radical shifts in academic direction. Although we have seen a rise in the number of full-time students, for the majority of our students fragmentation of the collegiate experience is often the norm, the result of unavoidable temporal interruption, physical dislocation, and economic necessity. It is also important to note that a large percentage of IUSB students, estimated at well over one-half, have transferred a significant number of credits (over 24, and most in general education courses) from a wide variety of other institutions of higher education. Again, this challenges us to rethink traditional curricular models and to develop new strategies for academic success.

Instead of classifying IUSB students as "non-traditional," it is more accurate to view the IUSB student body as a microcosm of modern American society, caught up in a climate of change. Their academic experience is not restricted to four years in residence, but part of a life-long process of personal growth and adaptation. Instituting a rigidly-sequential core curriculum seems inappropriate at IUSB. Instead, we need to offer different forms of academic "suture": building connections without the supportive framework of full-time residence or continuous attendance.

In particular, we need to enlarge our programs for guiding, advising, and retaining students. As part of that effort, we must evaluate the intellectual experiences our students bring

to us, both from employment and from previous education. With the assistance of faculty and staff, students can be guided through what is essentially an "informal core" of multi-disciplinary studies, and presented with a range of academic options to meet their diverse interests and needs. To serve our central academic purposes, we must continue to design IUSB programs for flexibility as well as coherence--with the understanding that the two are not mutually exclusive.

New technologies and the development of off-site programs in the region also can provide new resources for program delivery. "Distance education" and interactive television and computer linkages could add even more flexibility to our program offerings. But handling these new teaching/learning resources effectively promises to be costly and labor-intensive, requiring both capital investment and more extensive programs of faculty development and student service.

Nevertheless, IUSB has already begun to expand such services in the interests of supporting a wide-ranging and flexible academic program and providing academic guidance. Virtually all entering IUSB students now receive assessment, advising, and orientation to university life before they enroll in our programs. As they progress, and in many cases re-enter the academic stream, they may even require more mentorship and assistance if they are to complete degree programs. In response, IUSB is engaged in planning new advising and retention activities, involving all members of the academic community. This effort must continue to be a high institutional priority.

Maintaining good student-faculty ratios, a goal discussed earlier, is an important element in expanding resources for student advising. Attracting more high quality full-time faculty thus becomes as essential to program quality as it is to student and faculty excellence.

The IUSB Academic Agenda

In recent years, Indiana University has drawn up an academic agenda as a model of undergraduate excellence across the university. The major items on this agenda have dovetailed very well with IUSB's undergraduate educational priorities: writing proficiency, computer literacy, entry-level (threshold) and capstone experiences, undergraduate research, and major program and student assessment.

Background: Undergraduate Initiatives at IUSB. IUSB's own academic agenda also reflects a longstanding record of leadership in curriculum review and program design. Our experience over the past two decades suggests that the problem of creating academic connections for a multifaceted student body requires new and imaginative solutions.

In the late seventies, IUSB was part of a national consortium organized to study General Education models--the "GEM" project co-sponsored by EXXon and the Society for Values in Higher Education. As a result, Liberal Arts and Sciences today has a multi-option general education requirement that was defined by faculty and is subject to continuous review. GEM was followed by a three-year project sponsored by the Fund for the Improvement of Post-Secondary

Education (FIPSE), a threshold Mentor Advising Project ("MAP"), involving first-year students, upper-division peer advisors, and full-time faculty in workshops and special one-hour academic seminars. Two current programs in the Freshman Division, the successful peer advising program and the "college life" orientation sessions and credit seminars were adapted to university needs from MAP models.

Project MAP was followed in 1985-87 by a campus-wide Colloquium on the Freshman Year. Faculty working groups formulated a list of recommendations, including suggestions for "common freshman experiences". Many have since been implemented by appropriate academic and administrative units. Others are in the pilot or discussion stage. A faculty committee on the "threshold" experience in 1992 recommended a number of future initiatives to promote student understanding of academic resources and values. The Freshman Division staff has more recently reaffirmed support for many of these ideas, as well as adding recommendations of their own to improve student services and advising. These activities would not only represent program improvement; they could also play a significant role in addressing the issue of freshman attrition and retention.

Growing out of years of experimentation and innovation, IUSB has developed an ambitious academic agenda, including a set of key and fundamental program challenges:

1. *Writing Program and Computer Literacy.* IUSB has always emphasized the importance of writing across the curriculum. Besides requiring writing courses for all students, the campus has added faculty positions in the teaching of writing, and has developed a well-functioning Writing Center, supervised by a half-time director, now located in a former residence on Hildreth Street near the Schurz library. The Writing Center now serves more than 1,000 students during each academic year.

IUSB Computer Resources now are available to link faculty, staff, and students, through the campus computer network and through enhanced computer laboratory and library facilities. Students are able to open computer accounts and have access to campus computer laboratories. The use of electronic bulletin boards for classes as well as for campus organizations promises even more improvement in communications in the future: a perennial issue on a commuter campus. The computer thus will become an increasingly important resource for teaching and learning at IUSB. (For plans and projections, see the discussion of computer services in the "Facilities" section).

2. *Undergraduate Research.* In 1989, the campus initiated a new program to support mentored undergraduate research. Today, grants are offered to students in good standing to cover modest expenses related to research and creative activity, with stipends for their faculty mentors. More than 75 outstanding student projects have been supported through this initiative, resulting in performances, artistic works and exhibits, presentation of papers at scholarly conferences, and publications. In 1994, the Undergraduate Research committee awarded its first prize for special research excellence to an IUSB student investigator. With additional resources, this program

could offer student fellowships for especially-meritorious projects. Discussion continues about the feasibility of including an independent study experience in every IUSB student's major "portfolio."

3. *Enhancing and Recognizing Good Teaching.* Teaching excellence has long been a concern of the Senate and divisional teaching committees: recommendations of model course evaluation methods have circulated campus-wide. An IUSB teaching award was instituted in 1989, and the Teaching Consultation Program continues under the supervision of the director of campus faculty development, along with a lively program of teaching/learning workshops.

4. *Assessment.* The national assessment effort has also been taken up at IUSB, under the leadership of the Office of Academic Affairs. The Assistant Vice Chancellor for Academic Affairs has organized a campus-wide assessment committee representing all campus divisions which reports regularly to the Faculty Senate, and has organized workshops for administrators and faculty. That committee has developed an outcomes assessment plan for IUSB, as mandated by the North Central Association. The campus has also embarked on a program of cyclic 6-year external program reviews for all departments not currently subject to periodic accreditation.

If assessment is to be meaningful, the results need to be reviewed by faculty and administrators, with a view of enhancing and improving existing programs. Integrating this process into existing curriculum review and program development is one of the important goals of IUSB's evolving assessment plan.

5. *General Education.* Our continuing concern for academic quality and continuity has underscored our commitment to the importance of liberal studies for all students, introducing them to the full range of academic perspectives. This was the rationale for development of the IUSB general education requirements by the Liberal Arts and Sciences faculty, which today shapes the direction of most students entering the Freshman Division. The arts and sciences requirements, however, do not inevitably or automatically "connect" a student's often-fractured academic experience, especially if that student has transferred those general credits from another institution.

The recent credit transfer agreements for general education courses mandated by the state (up to 30 credit hours from other accredited institutions may be accepted upon mutual agreement) make assessment of our general education programs even more complex. Nonetheless, such assessment will be all the more necessary if we are to maintain our high program standards.

IUSB participated in the university-wide discussion of general education in 1990 and 1993. But on campus, beyond the attention given to general education in periodic accreditation reviews, IUSB has not recently undertaken a systematic review of the effectiveness of general education programs.

The IUSB Assessment Committee report to NCA in 1994 recommends a campuswide

effort, utilizing focus groups of faculty, administrators, and students, to define those skills and competencies we believe are essential for all students, as a foundation for further departmental review. IUSB also needs to consider the impact of credit transfer on our general education mission, as well as the appropriateness of the "informal core" curriculum (the distribution of courses most of our entering freshmen take) for our diverse student body.

6. *Threshold Experience.* Because the needs of our entry-level students are so diverse, and because the freshman year is so crucial in determining student persistence, IUSB has long been concerned about our "threshold experience." Faculty have identified several objectives for Freshman classes to promote orientation and affiliation:

- creating an awareness of the purposes and demands of university study;
- developing independent and critical habits of mind;
- enhancing communication skills and active engagement in classroom inquiry;
- encouraging integrative thinking;
- promoting close interaction with full-time faculty in a small class setting;
- setting standards for future collegiate success.

IUSB today offers some introductory or threshold seminars, notably in the Honors Program, general studies, and in professional programs. First-year students also may take "college life" or "success" seminars, which have seemed particularly appropriate for the returning, older, or "at risk" matriculant. But these classes may not all meet "threshold" criteria. On the other hand, residential college models of the freshman seminar may not be as feasible at IUSB.

Strategies for incorporating these threshold objectives need to be developed in divisions and departments, through course review and revision. Offering a range of entry-level options could benefit all learners, whether full or part-time, older or younger and could be a significant factor not only in orienting students to the nature of college study, but in retention. However strong the support of faculty may be for some kind of freshman seminar, instructional costs continue to be an obstacle to implementation. Others raise the concern that more part-time faculty might be needed to cover the classroom assignments of full-time faculty teaching small freshman sections. Clearly, the possibilities and nature of enhanced threshold/freshman experiences at IUSB need further investigation.

New Avenues of Learning: Outreach Programs. IUSB has been exploring many new modes of program delivery in recent years. The development of a televised basic reading class has demonstrated the effectiveness of electronic programming in fundamental skills. But we have established broader goals of outreach, involving new program efforts, new technologies, and new educational partnerships.

1. *Distance Education and Off-Campus Programs.* IUSB has also been developing a number of off-campus teaching and learning sites to serve the population of the region more effectively. Centers have already been created in Elkhart, Argos, LaPorte, Michigan City,

Plymouth, and Warsaw, at the invitation of community leaders. Such off-campus learning centers bring IUSB courses and faculty as well as program resources (library, bookstore) to students who otherwise would have little direct access to higher education. The campus now supports a full-time Director of Off-campus Programs who is continuing to develop new avenues of outreach.

2. *Regional Teaching-Learning Center.* In 1993, drawing upon our experience, IUSB drafted a plan to improve its resources for expanded academic outreach. Under this plan, the campus would serve as a regional center, one which would integrate distance learning strategies and national, state, and local resources into the larger curriculum and make such resources available at "satellite" IUSB off-campus locations (for plan, see appendix.) We have also agreed to participate in program development and delivery with IHETS (Indiana Higher Education Telecommunication System). Our plans for improved facilities include projections for well-equipped electronic classrooms, which could bring a new wealth of information within reach of faculty and students. IUSB has also participated in statewide planning to expand resources for distance education in the future.

3. *High School Outreach: ACP.* Reaching the pre-collegiate student is another high priority at IUSB, because of the potential to enhance collegiate skills and encourage future college attendance. IUSB thus offers the ACP (Advanced College Project) program, supervising introductory college courses taught in area high schools, for which students may arrange to receive college credit. A faculty director supervises the ACP program. Like our other outreach programs, ACP could become even more significant in future years to improve the collegial prospects of area students.

Such developments are promising. However, costs of expanding our geographical range, teaching in pre-collegiate settings, establishing electronic classrooms, studios, and laboratories, as well as much-needed technical support and faculty development assistance, have thus far made implementation a slow process. Enhancing our potential for educational outreach remains a high institutional priority for IUSB in the future.

Academic Achievement and Preparedness

While our students come with a diversity of backgrounds, they face a common problem: defining appropriate educational aspirations and charting a similarly-appropriate collegiate course. Students at IUSB may lack knowledgeable advisors or role models. This has particular impact on students at the ends of the academic spectrum: those eligible for our most challenging programs, and those who require significant remediation before they can perform at collegiate levels.

The IUSB Honors Program is the most significant vehicle we have established to serve our best students. Its presence is a way of setting our highest academic standards. Students in the program are expected to pursue mentored independent study projects. With its small seminars taught by full-time faculty "on loan" from their departments, and with the promise of excellent

academic advising and small, select classes, the program offers an enriched undergraduate experience. (See "student" section.)

IUSB has made important commitments to the Honors Program: the 12-month appointment of an Honors director, the establishment of an on-campus "home" to serve as an honors student center, a new honors society with a focus on the nontraditional as well as traditional student, and an expanded program of student scholarship assistance. With a larger number of well-qualified students entering IUSB, further options for honors programs need to be explored which fit our institutional context.

The Academic Resource Center (ARC) Student preparedness, a significant issue in American higher education, has always been a major concern at IUSB. As our enrollment has increased, we have also become increasingly concerned about the students coming to us directly from high school, who make last-minute decisions to enter college, often without adequate preparation for academic work.

To address the needs of a heterogeneous student body, IUSB has established the Academic Resource Center (ARC), a comprehensive program of basic skills support, flexible enough to provide intensive or short-term remediation for re-entry students, but primarily aimed at meeting the more substantial needs of students with collegiate potential who have not mastered basic collegiate skills. (See "student" section.)

ARC now serves thousands of IUSB students each year. More than 2,000 go through reading, writing, and math placement assessment. From 59% to 65% of those tested require remediation in either writing or mathematics, and are placed in developmental classes (in 1993-4, over 1,000 were enrolled in developmental mathematics courses and over 500 enrolled in developmental writing.) While IUSB students test higher than the national average in reading skills, developmental programs continue to serve about 100 students each year. ARC also serves other program needs, including Honors tutoring and CLEP testing.

In the future, new instructional technologies may increase our capacity to meet remedial needs of entering students. The development of a video course on Textbook Reading is the first of what may become a repertoire of skills courses suitable for distance education and self-instruction. Future goals for the ARC include expansion of these already-successful programs, addition of workshops focused on study skills and such problems as test and math anxiety, and expanded facilities for computer-assisted and technological instruction for fundamental college skills.

Full Educational Access: Developing Degree Programs

Establishing new undergraduate and graduate degree programs at IUSB begins with detailed proposals drawn up by relevant campus units and submitted for review to the division, the university budget office, and the campus curriculum committee. Each program proposal then

moves through an extended approval process that includes the Indiana University AOC (Academic Officers Committee), and the Board of Trustees, and is then submitted to the IHEC (Indiana Higher Education Commission). After approval at all of these levels, most new programs must await funding from legislative appropriations.

Undergraduate and Degree programs projected for IUSB, now involved at several stages of the approval process, are outlined on the "Degree Proposal Status Report" in the appendix.

ACADEMIC UNIT	DEGREE PROGRAMS AND CONCENTRATIONS			
	CERTIFICATES	ASSOCIATE'S	BACHELOR'S	MASTER'S
The Arts		1	11	2
Liberal Arts & Sciences	3	5	17	1
Business & Economics		2	8	1
Dental Education	1	1		
Education		1	19	4
General Studies		1	1	
Labor Studies	1	1	1	
School of Nursing		1	1	
Radiography		1		
Public & Environmental Affairs		2	2	1
Social Work				1
Library & Information Sciences				1

As indicated in the chart above, IUSB currently offers more than 90 undergraduate concentrations and degree programs at the baccalaureate, associate, and certificate levels. Undergraduate program offerings continue to expand in response to market needs, enrollment growth, and student and community demands.

New undergraduate degrees include a B.F.A., offered through the Division of the Arts beginning in Fall, 1994. A B.A. in Mass Communications (Division of the Arts) has been approved by the Trustees. These programs and others shown on the Degree Status Report in the appendix have been developed because of significant professional prospects and the corresponding demand from the community for access to these areas.

Associate Degrees. Indiana has no public junior college system to enable state residents to explore their collegiate interest and potential in two-year programs. IUSB thus has long considered two-year collegiate program options as part of its institutional mission. In addition, for students who may typically have to interrupt their progress toward a baccalaureate degree, the associate degree represents a milestone.

In 1993-4, twelve IUSB associate degree programs were in place, augmented by five Purdue A.S. degrees. In 1994, after extended discussion and review, the Indiana Commission for Higher Education approved a group of A.A. and A.S. degrees in the Liberal Arts and Sciences (associate degrees in Chemistry, Biology, Humanities, and Social Science), which will offer students further incentives to pursue introductory study and, even more importantly, provide a formal gateway to baccalaureate program completion. IUSB's newest associate degree option may thus have an impact on student motivation and retention.

Graduate Programs at IUSB. In important ways, IUSB graduate programs enrich the community. They prepare students in the region for advanced work and study beyond their IUSB degree. They also provide the community with a cadre of consultants, including both faculty and graduate students. Graduate education at IUSB also makes the fullest use of faculty committed to teaching, research, and scholarship, who are further encouraged to provide their expertise to students at all levels of study.

In the development of graduate programs, IUSB works in concert with RUGS (the university-wide Research and University Graduate School). In recent years, IUSB has taken a more participatory role in RUGS than was earlier the case. Members of the IUSB faculty now serve on the graduate council, and are nominated for and elected to the IU Graduate School faculty. As our own graduate program grows, we may take an even more active role in developing university-wide graduate programs and policy.

Currently, about 20% of IUSB students are pursuing master's-level graduate and professional education in many disciplines and programs. M.S. degrees are offered in a range of areas, including Business, SPEA, Education, and Music. The Board of Trustees has approved the MA in Applied Psychology. We are developing a number of other graduate degrees, including an MS in Pedagogy (Education), and an MA in English. We plan to expand programming leading to the MSN (Nursing) degree. IUSB accepted its first students in the MSW (Social Work) program in 1993. IUSB offers an interdisciplinary arts and sciences master's degree program, the Master of Liberal Studies (MLS), the first such degree approved for an Indiana public university. We also offer graduate level courses in several departments, including English and History.

For a listing of other graduate programs under development at IUSB, see "Degree Status Report" in the appendix.

IU's north-central regional *medical education* program is currently housed at the University of Notre Dame. IUSB faculty have already had informal and formal relationships with the IU medical school faculty at Notre Dame, including collaborative research projects. In the next decade, further efforts will be made to establish closer linkages between that program and IUSB, including exploration of possible future relocation of IU programs and faculty to IUSB campus facilities.

IUSB opened its *nursing program* in 1988, and has expanded undergraduate as well as graduate-level instruction. Future expansion plans will rest on the availability of adequate funding and facilities.

Allied Health degrees are also offered in the IUSB program. New allied health degrees planned for the near future are also outlined on the "Degree Program Status" report. They will enlarge the options at IUSB, which include the provision of nursing, dental education, radiography, and other programs of allied health across the state.

Purdue programs are another vitally important part of our plan to provide the fullest degree of academic access to citizens in north-central Indiana. IUSB continues to discuss the possibility of providing access for students in this area to Purdue engineering programs, allowing them to pursue an engineering degree through "live" on-campus instruction. The extensive renovation and remodeling of the former Army Reserve Center to house Purdue programs is one visible sign of IUSB's commitment to Purdue program development.

Distinctive Programs at IUSB

The Arts. Part of the character of IUSB is related to our longstanding support of the creative, fine, and performing arts. Faculty, students, and the wider community have come to associate IUSB with distinction in both arts education and performance. In 1990, IUSB joined music, fine arts, theater and communication arts into a Division of the Arts, and has launched an even broader and richer arts program.

Distinctive IUSB arts programs and faculty have attracted excellent and talented students in music, theatre, fine arts, and dance, not only from the region but from abroad. The quality of the IUSB program is also evident in the many outstanding faculty and student exhibitions, awards, and performances given on campus and elsewhere.

The Liberal Arts and Sciences. Because of our commitment to the liberal arts and sciences, IUSB not only offers a large number of arts and sciences majors and academic minors but indeed serves all degree programs through offerings in the humanities, sciences, and social sciences which make up the "informal core" of general education. IUSB will continue to seek excellent faculty in the Liberal Arts and Sciences to meet rising demands for program offerings.

IUSB has set a special goal to improve and enhance our programs for teaching, learning, and research in the physical and natural sciences. We have thus renovated available space in Northside for science offices and state-of-the-art laboratories and have begun recruiting and hiring new faculty in these areas, with support for both their teaching and research programs.

Professional Education. IUSB's professional programs play a particular role in the economic and educational welfare of the region, promoting a highly-qualified workforce and well-prepared administrators and professional practitioners, and offering the community expertise in evaluation and planning. Business and Economics supplies the community and region with economic forecasters and advisors in management and entrepreneurship. We intend to continue to develop IUSB's professional programs, with particular focus on enhancing programs in the Division of Education, in the future.

International Programs. Internationalizing the IUSB campus is another campus priority now and for the future. The Director of International Programs is not only directing her efforts to meet the needs of the IUSB international student population, but working with the faculty to bring in artists and speakers, and in many ways expanding the campus perspective. A resource directory, begun in 1993, underscores the many assets the campus now possesses to realize this significant goal.

Continuing Education. IUSB has a nationally-recognized program of continuing education, offering credit-free courses, workshops, and conferences, as well as certificate programs. Continuing Education programs also include conference planning and organization, paraprofessional skills, basic skills assessment, contract education with area businesses, and precollegiate development and enrichment programs. The program is closely linked with the surrounding community, drawing its instructors not only from faculty in our credit program, but from area businesses and the professions. Each year, more than 7,000 community residents take advantage of credit-free programs, representing over 1,200 different employers in 1993-4. Continuing Education offers 15 Certificate Programs, including accounting, paralegal, management, personal computer, early childhood, and Montessori pre-primary teacher training.

In the future, more consideration needs to be given to the role of Continuing Education in the larger IUSB program context. Major issues for future planning include a closer liaison between Continuing Education services and activities and the IUSB credit program, as well as cooperative relationships with community organizations and institutions. The future development of Continuing

Education will also hinge on our success in funding a projected campus conference center.

IUSB Library Programs. Significant strides have been taken in recent years to provide access to a wealth of library materials for IUSB students and faculty through the computerized automation of the Indiana University Libraries. The introduction of Information Online (IO) at IUSB has provided bibliographical access through IUCAT to many of the books, journals, and media held by the IU libraries as well as through electronic indexing to articles available within the IU libraries or retrievable through other libraries. However, this is only the beginning; further important changes need to be made in the next few years.

An important aspect of the IUSB instructional program is the provision of library instruction. For fifteen years, the library faculty have worked with their teaching colleagues to integrate library research skills into class assignments. In the past, this has been primarily instruction in person, using paper indexes and other materials. In the future, the focus will shift to electronic technology, and the library instructional classroom will need to be equipped with computer links to databases. The instruction librarians provide will prepare students for the information age, and enable them to be active participants on the "information highway." Electronic access will also encourage collaborative interdisciplinary educational opportunities.

With the growth of campus enrollment, the services and resources of the library must also be expanded. In the past, the way to meet additional demand was to create branch libraries, complete with collections, staff, and study space. Now, electronic means will allow student and faculty researchers to access the bibliographical points as the first step of the research process. In the future, within the next five years, it will be possible to access and print out complete journal articles from a remote location.

As the campus expands, additional library services need to be planned, including computer access to databases, interactive programs that instruct the novice user, and guidance from librarians and staff in research strategies. The Schurz Library will continue to be the repository for printed materials, as well as media; it will also be a place for study.

School of Library and Information Science (SLIS). Information Science is a fast-growing discipline. Its emphasis on information access and retrieval is congruent with our campus priorities, as well as with the general public's discovery of the Internet and the host of access points available through computer mediation.

Since 1982, the School of Library and Information Science (SLIS) has been offering courses on the South Bend campus. In 1993, it was agreed that IUSB would develop a new program which would focus on the latest developments in the field. In addition, it is the hope that the IUSB-SLIS program may define and develop its own unique identity within the School of Library and Information Science, to be determined in the next few years.

Summer Session: Year-Round Campus

IUSB is the only institution in north central Indiana which provides a full summer program. In effect, our two summer sessions define IUSB as a 12-month campus. But maintaining a comprehensive summer program also raises critical issues, including the different program needs and requirements of present IUSB students as compared with those of summer "guest" students, and the difficulty of providing summer school students with financial aid. Additionally, any changes in the summer session are likely to have fiscal and scheduling implications.

Thus, planning for future development of the IUSB summer session is a complex matter of weighing comparative advantages and competing campus goals and priorities. The issues have been discussed intensely in recent years by the faculty and administration. Several innovative programs responsive to student needs are being considered for implementation, including offering a school-age summer child care program. Others are still under study, including the feasibility of offering a full summer semester, literally creating a 12-month program at IUSB. Pilot programs, working out such an idea on a small scale in a single department or school, will be tested in the future. The full range of possibilities for the summer session at IUSB remain to be explored.

The Seamless Curriculum: Expanded Internships

In planning programs for the future, IUSB is also defining higher educational opportunity for the community we serve. It is essential for us to strengthen our community program linkages, establishing a "seamless curriculum" through programs of internship and collaboration. This vision of educational partnership not only fits the character of the IUSB student body, who work in this community, but emphasizes the value and applicability of collegiate perspectives and skills to "real-world" concerns.

At IUSB, we have long believed that academic coherence can be built into mechanisms of instruction and advising which are not bound to the conventional classroom. Thus, internship models already exist at IUSB in such areas as Sociology and SPEA. Students pursuing professional training in education, nursing, dental education, and allied health programs expect that part of their education will include supervised hands-on experience. In light of what we know about the adult student, further consideration should be given to the creation of experiential activity and supervised internship programs across the curriculum. Particular attention must be given to coordination and quality control to ensure that such internships will constitute valid and meaningful educational experience.

While establishing a broader range of internship programs will require us to identify new resources for support and coordination, many informal connections between campus and community can be established with a more modest investment. Faculty have recommended day-long campus colloquia, brown bag presentations, and outside speakers. But extensive planning will be needed if we hope to compete favorably with the many other demands on our students' lives.

3. Setting the Standards for Academic Quality: The IUSB Program

RECOMMENDATIONS

1. Addition of Degree Programs: Undergraduate, Graduate and Associate Degrees. IUSB will develop and propose undergraduate baccalaureate and associate degrees, through departmental and divisional consultation, as well as Master's degrees, in full cooperation with the Indiana University Graduate Council. Degrees currently being planned, assessed for community need and acceptance, as well as with regard for faculty, facilities, and library resources, are shown in the "*Degree Proposal Status Report*" included in the appendix to this draft.

Science and Health Mission. IUSB plans to continue to augment its undergraduate programs in science, with the advent of new faculty and improved facilities. Additionally, IUSB will pursue its systematic development of Nursing, Dental, Education and Allied Health programs, in cooperation and consultation with regional health care agencies and institutions.

Development of Purdue Programs. Continuing efforts need to be made to provide our students with a full range of technology programs. Additionally, IUSB hopes to provide access in this area to strongly-desired Purdue engineering programs, making it possible for area students to pursue an M.S. Purdue engineering degree through "live" on-campus instruction.

2. Enhanced Programs of Advising and Retention. Advising is one key to enhance academic access and coherence. It is also significant in student retention. We propose to enhance advising by taking further advantage of the computerized course audit system, IUCARE, as well as supporting currently successful Freshman Division orientation and advising programs, building on the advising center concept adopted in 1994. Consideration will also be given to enlarging the role of the faculty member as advisor; the availability of more full-time faculty in the future will also expand IUSB's academic advising resources. Further consideration needs to be given to creating "threshold" or Freshman Year experiences which introduce students to the academic challenges of college life and promote retention.

As our campus expands, all departments and divisions will continue to plan and test programs for enhanced student advising and retention, with full recognition that providing such programs for our students is a responsibility shared by all university constituencies. Our goals are increased student satisfaction, retention, and degree completion. Evaluating the success of our advising and retention efforts must also be a high campus priority.

3. Academic Assessment. The IUSB Assessment Committee, chaired by the Assistant Vice Chancellor for Academic Affairs, with representatives from all academic units and departments, has developed and drafted a comprehensive assessment plan to meet the criteria of the North Central Association, as well as to provide a context for IUSB program evaluation and planning.

The IUSB plan focuses on both graduate and undergraduate programs, and includes multiple assessment strategies and measurements: portfolios, capstone courses, student, alumni, and employer

surveys, and standardized tests. The results of assessment are not only intended to provide feedback about the extent of individual student learning, but to inform faculty about program quality.

Many departments and divisions have already been assessing student outcomes. We propose implementation of the assessment of student learning in all academic units by Fall, 1995. Liberal Arts and Sciences has established a schedule for the external review of all departments on a six-year cycle. We propose that all academic programs not subject to periodic accreditation review will undergo an external review every five to six years.

Assessment of our general education requirements is also part of the IUSB assessment plan, and should be implemented by appropriate faculty committees. Issues include the relationship of IUSB's general education requirements to the major and to professional degrees. General education assessment mechanisms might include surveys and focus groups of alumni, student, faculty and employer or graduate school contacts to evaluate how well the IUSB general curriculum prepares our students for further study, careers, and civic responsibilities.

4. Programs to Assist in Academic Preparedness: ARC. The Academic Resource Center must continue to expand its resources for fundamental college skills development. Additionally, in cooperation with relevant divisions and departments, the ARC will explore more extensive uses of educational technologies and resources for computerized placement assessment, instruction in fundamental skills, and self-paced learning. To meet the needs of 12,000 students, the ARC also plans to develop a more extensive and structured tutorial assistance program.

5. Enhanced Student Academic Achievement: Incentives and Recognition Programs. We recommend the further exploration of honors options, and additional strategies for the recognition and promotion of student achievement, including:

- *Undergraduate Research.* The IUSB initiative for mentored undergraduate research will be continued, offering additional encouragement and resources for student-faculty collaboration and independent study projects. The faculty advisory committee recommends an enhancement of resources to support more ambitious and extended projects of research and creative activity, building on the IUSB undergraduate research budget of \$14,000 per biennium, and the \$4,000 annual funding for undergraduate research awarded to IUSB by RUGS.

- In the future, consideration should be given to the establishment of a fund to support the mentored independent research and creative projects of IUSB *graduate students*, including those enrolled in the MLS program.

- *ASPIRE.* "ASPIRE" is an IUSB program which offers students information about graduate school opportunities from IUSB faculty from all disciplines. We propose to expand "ASPIRE" programs to include involvement of graduate school recruiters in future workshops.

- We also recommend more systematic faculty advising and mentoring of outstanding undergraduates

whose achievements might qualify them for competitive national graduate school awards.

6. Summer Session Development: IUSB will continue to review our programming options for the Summer Session to increase summer session opportunities for both IUSB and guest students, through greater flexibility in scheduling, new delivery modes, and expanded student support programs. Pilot projects testing the feasibility of a full summer semester (the 12-month campus) will be tested and evaluated.

7. Outreach Programs. As the comprehensive public university serving north-central Indiana, IUSB has special responsibilities for local and regional outreach. Attention will be given to the following issues as IUSB realizes its outreach mission:

- *Off-Campus Programs.* Continued development of learning centers at regional sites, including distance learning, computer, library, and faculty resources.

- *Pre-Collegiate Programs.* Programs to allow high school students to earn college credits, such as the Advanced College Placement program (ACP) should be continued and extended.

- *Minority Students: Early Intervention and Mentoring* Consideration also should be given to early intervention programs in area middle schools to present the advantages of higher education and encourage future collegiate attendance. Such programs should be targeted especially to minority as well as potential first-generation college students;

- *Distance Education:* IUSB will continue the planning for implementation of a regional proposal to serve as the center for distance education. Learning centers at all IUSB campus and off-campus sites could create a regional learning network. (See proposal in appendix).

8. Library Program Development. The system-wide computerized automation of the Indiana University libraries has enormously enhanced the resources of the IUSB library, placing new demands upon the facilities and staff. To meet the needs of our growing campus, it will be necessary to expand our resources for library instruction, integrating electronic technology into the instructional process. It will be necessary to provide additional electronic access and service points. IUSB will also pursue plans for future development of its School of Library and Information Science program (SLIS).

9. Internationalizing the Campus. IUSB's international program has brought new resources to the campus, enlarging the perspectives of students and faculty. This program will continue to be a campus priority, not only in the support of international undergraduate and graduate students, but in "internationalizing" our programs.

10. The Seamless Curriculum: Internships and the "Informal" Curriculum: To create viable connections between the university and the community, IUSB will consider new strategies for mentored and collaborative internships across the curriculum. Such programs would be developed in consultation with community advisors and agencies, and include innovative mechanisms to involve students in all

academic programs. The success of such an effort will depend upon coordination between instructors and employers to ensure academic quality.

Other activities, taken up more systematically across the campus, can create significant program connections. They include the institution of an annual IUSB "issues" lecture series, colloquia bringing faculty and students together around current "real world" topics, student-faculty retreats supported by modest university funds, field trips designed by IUSB faculty in their areas of interest, additional mentored or collaborative research projects involving graduate as well as undergraduate students, short-term residencies and exchange programs involving other IU campuses, and student-faculty publications and conferences.

4. Setting the Standards for Instructional Delivery: Remapping the IUSB Campus

- **Climate of Learning: The IUSB Campus**
 - **Future Priorities: The Facilities Master Plan**
 - **The "Virtual" Campus: Technology and Outreach**
 - **The IUSB Library in The Information Age**
-

IUSB has established high standards of educational quality against formidable physical odds. By necessity and by design, its primary early investments were in faculty and programs. Now we have begun to create an even better climate of learning, developing a physical campus commensurate to faculty, program, student, and community needs, which will foster collegiate study and research. Facilities thus represent a critical area of institutional planning and development.

Our emphasis on enhanced facilities is not only quantitative, although there is no doubt that much more space is needed for classrooms, laboratories, faculty offices, student study areas, and recreational facilities. To match our concern for coherence in the curriculum, we need to create a coherent campus setting, remapping what was once a hodgepodge of vacated and refitted buildings into an inviting concourse for meeting and study.

The impact of the environment on learning is well-established. A sense of place is associated with student affiliation with any university, and shapes collegiate experience. University facilities will either enhance or limit student growth and performance. Appropriate equipment is also important: education depends upon hands-on demonstration and experimentation. Scholarly and creative pursuits can be inspired by fine libraries, studios, and laboratories.

The physical realization of IUSB's educational mission has been long deferred. IUSB today faces a classroom shortage which could place limits on program offerings, necessitating short-term solutions: renting teaching and studio space in nearby high schools and warehouses and using off-campus office and clinical space.

Temporary expedients will not solve the serious shortage of state-of-the-art teaching and research laboratories. Our health care programs lack classroom, laboratory, and clinical facilities. Our education students face a particular disadvantage: IUSB classroom facilities may be inferior to those in area schools where they do their student teaching and eventually will work as professionals. The university's academic potential as well as its image suffer because of such physical limitations.

For IUSB students who have chosen to study and work here, limited facilities may limit educational opportunities. Providing the community student with a campus "home" is essential to retention, yet apart from a few special programs (honors, women's studies, international programs) IUSB students have no center for study, meetings, or exchange. We offer virtually no facilities for recreation. Our child-care

center has needed to expand into already-scarce student space in the administration building.

As our enrollment rises, so do demands for better student facilities. Our athletic program, established to meet student demands, must schedule competitions in out-of-the-way corners of the city miles from the campus. Our commencement ceremonies must also be held off campus, in a South Bend civic and conference center, and we are already outgrowing those facilities.

Educating a new majority of college students clearly does not mean negating the concept of a campus setting. Indeed, the environment for learning takes on new relevancy and importance. Always in transition between family, work, and campus, our students depend upon the university for technological and library support and space appropriate for intellectual pursuits and classroom study. Moreover, investing in campus facilities promises to bring large dividends. Once established, the linkages between students and the campus become the basis for continuing study, exchange, reflection, and life-long pursuit of education. By at last addressing physical priorities, IUSB is demonstrating its responsiveness to new majority student concerns.

Four major issues will have a profound effect on student life as we remap and reconfigure the IUSB campus:

1. The *integrative pursuit of academic programs* is fostered by a campus that is itself coherent in design. Accessible and inviting facilities encourage and promote serious and disciplined study and student-faculty interaction.
2. *Student affiliation* with the university--crucial to retention--is influenced by the campus environment. The full collegiate experience we desire at IUSB depends upon the exchange between students in both curricular and extra-curricular settings: meeting rooms, recreational and athletic facilities, as well as classrooms.
3. *Full-Time Support Facilities* are required even for part-time students at both the graduate and undergraduate levels who commute to the university and must often balance the demands of childcare, career and classwork. Most if not all university facilities need to be available virtually around the clock, including laboratory, library, computer, bookstore, advising, study and childcare areas.
4. For *professional instruction and advancement*, students who move from workplace to classroom and back require state-of-the-art facilities.

Climate of Learning: The IUSB Campus

An inviting and attractive campus environment itself can provide many of the features of a traditional residential campus for our students while accommodating their diverse needs. "The campus," reads a faculty facilities planning report, "must be effective in promoting a pervasive sense of community and a clear institutional identity." Those assumptions are central to the campus Master Facilities Plan, now in its first stages of implementation.

That plan, approved in 1989, provides for several new academic buildings and multi-purpose student services and athletic facilities. The plan will lead to a more beautiful campus as well as a more functional educational setting. The plan also is linked to the local effort to improve and enhance the land along the banks of the St. Joseph River. It envisions the development of playing fields and privately-constructed student residences on land recently acquired on the south side of the river, to be connected to the main campus by a pedestrian bridge.

New construction, the first stage of implementation of the facilities master plan, has already begun to make a difference. IUSB is justly proud of the Schurz Library, opened in 1989. The first section of the green campus mall, linking the library and adjacent classroom buildings into an attractive academic quadrangle, was completed the following year. Parking, a matter of great consequence at a commuter campus, has also been a problem at IUSB. After extended negotiations, IUSB acquired the old Coca-Cola bottling plant, and broke ground for its first parking garage, with funding secured through faculty, staff, and student parking fees. That facility opened in the Fall, 1994 semester. Spring, 1994, marked the ground-breaking for a new classroom-office building at the northern border of the campus.

Along with new construction, renovation remains one of IUSB's strategies for facilities improvement. In 1993, Purdue programs were relocated from the administration building into a completely-renovated building near the river, which formerly served as an Army Reserve Center. When the library moved into its present building, IUSB remodeled the vacated space in Northside Hall to house laboratories and offices, creating a science wing. The IUSB Bookstore and the Academic Resource Center have been moved into expanded, and accessible quarters near the main floor entry to Northside Hall.

Future Priorities: The Facilities Master Plan

IUSB Facilities Master Plan focuses on campus beautification, linking facilities north and south of the St Joseph River. Building priorities include:

- *Student Academic Activities Building.* To enhance the quality of student life, promoting retention and affiliation, IUSB is planning a multi-purpose student center as our next priority for new construction. The concept of such a building has already won strong faculty and student approval, and our proposal for new construction, included in the university's facilities plan, is in the final stages of review. This priority is clearly linked to our efforts to attract and retain our students.

- *State-of-the-Art Classrooms and Laboratories.* IUSB faculty have long expressed particular concern about the need for well-equipped and attractive classroom and laboratory space. The future classroom-office building has been designed with that goal in mind. The building, housing the humanities and social sciences, will be equipped to take advantage of video and computer technology. The campus has also created several model classrooms in Northside Hall, also equipped to accommodate new teaching technologies. Building new classroom facilities and bringing decades-old classrooms up to our teaching standards will mean a significant investment, but promises equally-significant benefits for students and faculty.

■ Other divisions will also have new facilities in the future. New Education Division classrooms and offices are also planned as part of future construction, just south of the classroom-office building. Another renovation project will provide significantly-enhanced studios and classrooms for the Division of the Arts in vacated space in Northside Hall.

■ The projected expansion of IUSB health and technology programs will create new pressures on the campus to provide more facilities for teaching and research in these areas. The IUSB nursing program, currently using space owned by Memorial Hospital three miles away, also will require new facilities for laboratory instruction, as will new allied health programs. Thus, creating new facilities for science, health, dental education, and nursing programs is an important part of our Facilities Master Plan.

■ *New Models of Residence.* Increasingly, IUSB must turn its attention to the needs of those students desiring short-or long-term residence on or adjacent to the campus. While we affirm our primary mission is to serve the commuting student, other students are attracted to our special programs but live beyond the 50-mile commuting radius. A strong cohort of international students, who greatly enhance the quality and diversity of campus life, are already being housed in rented or temporary facilities.

Currently, the university committee exploring the concept of residence favors construction of such housing for 1,000 students on the south bank of the St. Joseph River, by private contractors. Other arrangements for residence near the IUSB campus are now being explored and must be further considered in our future planning.

■ *New Space for Purdue Programs.* IUSB is committed to providing new facilities for expanded Purdue Programs in the campus facilities plan. Such facilities will also contain state-of-the-art equipment for student instruction.

■ *Conference and Cultural Center.* Because of the close linkages between university and community, the IUSB campus is a significant area resource. Its classrooms and auditoria are familiar to local citizens and its programs are already a source of community pride. Matching facilities to these high expectations will bring the community even more access to IUSB resources.

IUSB has hosted lectures by visiting scholars and statesmen, as well as outstanding programs by the faculty across the academic spectrum. In recent years, we have been limited by a shortage of space and well-equipped lecture halls. While the proposed Master Campus Facilities plan places its highest priority on classrooms, laboratories, and student activity, study, and meeting space, a conference facility to house exhibitions, lectures, and performances would further enhance IUSB's function as a cultural center. Linking such facilities through interactive video and cable connections would further extend IUSB's resources.

Computer Technology and The "Virtual" Campus

The advent of new educational technology and course delivery methods challenges us to reach

beyond traditional geographic boundaries to create what has been called the "virtual" campus. Indeed, the promise of technology has never been greater for higher education. For an institution like IUSB, which already has extended its program to off-campus learning sites, technology can open expanded educational channels between faculty and students in the region, around the state, and around the world, overcoming barriers of distance, weather, and time.

Technology and the Educational Future. For IUSB to realize this promise, we must provide many levels of electronic and technological linkage, integrating them into our comprehensive educational program. To extend the "virtual" campus, IUSB must create an integrated and highly functional environment of electronic information that can be delivered through a high-speed network to all offices, classrooms, and other places used by every faculty member, every student, and every staff member on all campuses of IUSB. We outline some of those strategies in our proposal for educational delivery and partnership in the appendix to this draft.

In the last decade, there have been remarkable developments in information technologies, especially computing and telecommunications. In the decade ahead, network delivery of digital information in all media formats (e.g., audio, including music, full motion video, still pictures, document images, and the traditional text) will emerge. It thus becomes imperative that the university take every opportunity to increase the functionality and decrease the costs of scholarly information. This can be accomplished by making access to collections of information more effective and efficient, by making the transition to electronic distribution as rapidly as possible, and by sharing resources electronically, not only within our campuses, but on a national and global scale as well.

Our first priority is to implement and complete a joint faculty-student computer network. The first stage of this project (to put computers on the desk of every full time faculty and staff member) has now been completed, a year ahead of schedule.

With the advent of the student fee for technology, we have been able to extend computer facilities to IUSB students, through campus library and laboratories, and have established computer accounts for our students to provide them with network access. This ambitious project is already providing access to a wealth of information for faculty and for our diverse student body, greatly enhancing the IUSB learning community.

Computer Resource Enhancement. IUSB is at the threshold of a new age in computing. Soon, improved, high-speed permanent data storage will be cost effective. This large fast storage will open the way for many new applications and technologies such as digital, multimedia, and personalized electronic information sources. This will allow us to install general and specialized servers that will interact with a distributed array of workstation-based client applications. Advances in distributed database technology, network bandwidth and networking protocols, storage media and access methods, operating systems, and graphical user interfaces, will enable these powerful workstations to assume the role of intelligent information hubs. As information hubs, they will seamlessly search local, campus, regional, national, and world-wide databases, providing rapid access to everything from a local phone number, to economic statistics for any nation, to the current research abstracts in any discipline.

IUSB's computer networks will also be implemented with wireless technologies, which will offer a ubiquitous connection to all computing resources of Indiana University, and thus provide all classrooms and study areas with global connectivity. Current wide-scale use of fiber optics will expand into local networks and, perhaps, to the desktop.

These advances will have a profound impact on the teaching and learning process. As the nation becomes more dependent on information, students and faculty will need to become more proficient in accessing, filtering, synthesizing, and organizing ever-larger masses of material. There will be increased emphasis on collaborative learning, some of which will be edited by information technology.

Distance education--through which instruction is delivered at a time, place, and pace chosen by the student--undoubtedly will play an important role in shaping the university of the future. New technologies will provide access to increased amounts of information. At the same time, information that was previously available only in linear form, as in a book, can be accessed electronically through rapid subject, word, and text searches. Interactive technologies, including CD-based and live interactive instruction, will become commonplace. Collaboration among students and between students and faculty will remain extremely important to the learning process, and opportunities for collaboration through voice, video, and computer technology will continue to increase.

If the new technologies provide opportunities to enrich learning environments, then support issues become more complicated and more important. The crucial personal needs of individual learners will remain and will place additional demands on faculty and support staff.

The Computer and Advising: IUCARE. Another technological advance is represented by the computerized program audit now being implemented at IUSB and across the university, IUCARE. IUCARE can provide students and faculty and staff advisors with up-to-date, accurate on-line program transcripts which indicate requirements already fulfilled and those which remain to be completed before graduation. The primary function of IUCARE is to provide an accurate picture of student progress; its primary benefit will be to provide a new and valuable resource for advising.

Off-Campus and Outreach Programs. To fulfill its educational mission, IUSB is committed to outreach (see discussion of the IUSB program). The surrounding community in a sense serves as an extended campus, a home for students and faculty, a center for consultation and applied research, a laboratory and clinical setting for our graduates. As a result, IUSB faculty have an important stake in community affairs.

In turn, this has meant new challenges to planning, and new demands to stretch our educational resources. IUSB now brings selected high-quality university programs to students in Elkhart and is also programming in other surrounding communities, Warsaw, Plymouth, Argos, and LaPorte, under the supervision of the Director of Off-Campus Programs. To maintain quality control of programs, some IUSB faculty split their instructional assignments between South Bend and off-campus centers, bringing "portable" library, registration, advising, computer, and assessment services to students at some other sites. Working in rented facilities and borrowed space, IUSB continues to meet community demands.

New instructional technology and interactive telecommunications could provide an avenue for future expansion, reaching beyond the campus with programs requiring special facilities or faculty, and providing students at off-campus sites the resources for active learning. Such programming will require investment in instructional media specialists and faculty time as well as equipment and facilities, but again would have substantial educational benefits. To explore these issues, as well as future possibilities for computer outreach and distance learning, IUSB is involved in the strategic planning for the Indiana Partnership for Statewide Education.

The IUSB Library in The Information Age

Library resources have always extended the boundaries of a college campus, making available the world of textual and electronically-accessible literature, information, and archival material. The Schurz Library at IUSB is already offering students, faculty, and community the resources of an electronically-enhanced library. It is linked not only with Indiana University libraries around the state and an entire consortium of Indiana public and private collegiate libraries; it offers a wide range of databases and worldwide linkages to "the information highway". Computerized searches can assist students in their coursework, and aid faculty with the widest range of needs, from scholarly pursuits to conference planning.

The Schurz Library at IUSB not only serves our student and faculty needs, but functions as a unique public university library for all community residents: area teachers, high school students, and citizens seeking access to its special collections and electronic resources. It also has become an attractive feature on the campus/city "skyline". Its fine resources thus provide a splendid return on the state and local, public and private, investment.

However, this also puts additional pressure on campus resources. The increasing demands of a productive faculty, a growing student body, and expanded programs makes our challenge akin to Alice's in *Through The Looking-Glass*: we must redouble our efforts simply to stay abreast of current interests. Future needs for enhanced library facilities include more access to resources for information and research. Enhancing the technological resources of the IUSB library will bring a wealth of knowledge and information close at hand--again, expanding our boundaries.

The ability to take the library "outside its four walls" will be enhanced by IUSB's development of resources for distance learning. Every effort must be made to allow students in remote locations to have access and support from the Schurz Library for their studies.

Clearly, developing our facilities and expanding our technological capacities will translate into significant enhancement of the IUSB academic program, bringing new resources to students, faculty, and the larger community we serve. As we begin to create a visually-inviting physical ambiance conducive to study and scholarship, IUSB will also expand what we have always done best: providing dynamic intellectual interaction in a climate of inquiry, expertise and genuine concern.

4. Setting the Standards for Instructional Delivery: Remapping the IUSB Campus

RECOMMENDATIONS

I. Facilities Master Plan Implementation

A. State-of-the-Art Classrooms. To address the pressing classroom shortages and to provide a better context of teaching and learning, IUSB proposes to build new classroom buildings, equipped for modern technology and designed to hold a variety of large and small classes, lectures, and seminars. Additionally, IUSB will continue its critical project of classroom remodeling and renovation.

To promote better access to courses, teleconferences, and statewide programs, and to make educational resources more widely available to students, IUSB also will continue to develop "electronic classrooms," equipped with facilities for program reception, origination and audio-visual interaction.

B. Student Academic Activities Center and Athletic Facilities. IUSB plans to construct a multi-purpose student activities building, which will include expanded student facilities as well as facilities for study, student organizations, athletics, and recreation. Additionally, the campus expansion to the south bank of the St. Joseph River will include athletic playing fields.

C. Enhanced Education, Nursing, Allied Health, Science, and Arts Facilities. IUSB will build new buildings and remodel vacated space to house modern, well-equipped teaching and research libraries for Science, Nursing, Dental Education and other Allied Health programs, and Purdue programs. Additional office, classroom, and studio space will be developed for the Division of the Arts.

D. Completion of Campus Mall, Bridge, and Beautification of Grounds. IUSB will complete the campus mall project, fostering campus unification and beautification, to create a more coherent and inviting collegial environment and campus image. Improvement and addition of campus green space will include provision for shelter, lighting, and security. An additional element of campus beautification will involve development along the St. Joseph River, including the construction of a pedestrian bridge linking the north and south river campuses.

E. Residential Facilities. IUSB is committed to serve a commuting student population; yet a significant percentage of our students today live at the edge of or beyond our 50-mile commuter service area. Thus, through private contractors, as part of the campus expansion across the St. Joseph River, IUSB plans several campus residences, to house 1,000 students. Priorities for residence include: those students who live outside of the commuter service area; those attending special programs such as those in the arts; student athletes; international students; single parents; and minority students. Residential facilities could also be used to house visiting faculty and guest lecturers, and participants in campus workshops, institutes, and conferences.

F. Facilities for Additional Purdue Programs. IUSB will provide space and state-of-the-art equipment for new Purdue programs to be offered on the South Bend campus.

G. IUSB Conference Center. To extend its resources to citizens in the area, IUSB plans to construct a campus center for lectures, exhibitions, and other public programs. The proposed Center will be fully-equipped for interactive television, computer, IHETS, and cable connections.

II. Educational Technology: Extending the Virtual Campus

A. Recommendations: Infrastructure

1. Expand the data network's capacity and connectivity to meet the rapidly evolving network application base.
2. Develop specialized information servers that provide institutional, instructional, and research clients with seamless access to system-wide repositories of data (text, audio, and still and motion images). Support CIC-Net, other regional and national networks, and the Wide Area Information Services they make available.
3. Establish information storage, retrieval, and exchange standards to facilitate seamless and productive access to system-wide information repositories.
4. Provide sufficient funds for the recapitalization of the information resource infrastructure.
5. Promote the use and development of information navigation and filtering methods to enhance the usefulness of the increasing and seemingly overwhelming amount of available information.
6. Promote increased technological literacy for the entire University community and provide formal training and support.

B. Recommendations: Teaching and Learning

1. Use technology to extend the boundaries of the campus to include access to wider geographic areas, student populations, and resources.
2. Equip learning environments to allow for the integration of on-line information and multimedia instructional systems.
3. Familiarize faculty with technological innovations to enhance learning and teaching.
4. Provide incentives for faculty to develop and offer enriched learning opportunities in their courses through the use of media and technology.

C. Recommendations: Research

1. Develop the necessary information environment to support research in all disciplines including

access to appropriate local, regional, national and international resources.

2. Familiarize faculty with methods of using technology to enhance research and creative activities.

3. Ensure that faculty and administrative staff have access to institutional data with easy-to-learn and easy-to-use tools.

4. Move toward the paperless University; for example, implement a system of electronic approvals and electronic record archiving; develop an electronic course evaluation system.

III. Enhanced Library Electronic Resources. The Schurz Library is already linked with local, state, national and international databases, providing access to academic information for students, faculty, staff, and the wider community which we serve. The IUSB campus will seek additional resources for enhanced reference material, CD ROM and database services.

To better serve our students now, and to serve a student body of 12,000 in the future, IUSB will need to add electronic access and service points. In order to reduce our dependence on computer center servers, the library will also need to provide access to databases on multiple stations within the library eventually linked to the campus network.

5. Setting the Standards for Partnership: Community, Region, and State

- **IUSB: Charting the Boundaries**
 - **Resource Development: A Growing Concern**
 - **Telling the Story: Marketing and Communications**
 - **IUSB Alumni: Forging the Bonds**
 - **Advisory Boards: Advocacy and Networking**
 - **IUSB and IU: One University**
-

IUSB, as a comprehensive public university, has a mandate to provide full access to educational resources to Indiana citizens, with a special focus on north central Indiana. In our programs and planning we have been responsive to the character of our constituencies. We are challenged to bring the best of university resources and tradition to a diverse student body. We have also focused on the larger community, committed to the task of educating and informing our public of the mission and meaning of collegiate education.

In the past, as IUSB has worked to establish excellent faculty and program resources with less investment in bricks and mortar, our image has not always kept pace with our substance. Today, in a changing academic environment, the IUSB story needs to be told, often, accurately, and forcefully.

As we expand as an institution, we will have an even greater need for linkage, wise counsel, and public support. We need to consider how to bring alumni and advisors even closer to the life of the campus, working together in appropriate contexts to utilize, promote, and enhance the IUSB program. To foster even greater future access, IUSB now is creating new avenues of partnership with our community.

IUSB: Charting the Boundaries

Geography alone has never fully determined the IUSB boundaries. Increasingly, as our program grows and develops, IUSB is also becoming the campus of choice for the community: a resource for consultation as well as for students seeking the advantages of a comprehensive program and direct interaction with a highly-qualified faculty.

Our resources and range have always extended beyond north central Indiana through our partnership in the eight-campus Indiana University network. New technology also has expanded the boundaries of the campus, not only across the region but beyond the state. The international dimension of our programs has enlarged our community still further. Our role as a community, regional, state educational partner is on the verge of being fully recognized.

Window on the Community. IUSB today provides the community with faculty expertise as well as academic programs to shape and inform community decisions in business, government, health care, and

education. IUSB faculty, administrators, and staff play significant roles within the community, serving on governing boards of schools, hospitals, social agencies, and community service groups. IUSB thus provides both an involved and an objective perspective on area social, educational, and economic development.

IUSB faculty consultants frequently serve the area's business firms, unions, and government agencies. The Division of Business and Economics, through the Bureau of Business & Economic Research (BBER), provides programs for industry and government, including publications, reports, and semi-annual economic briefings in South Bend, Elkhart, Michigan City, and Plymouth. The Division sponsors symposia and annual award banquets, featuring and honoring successful area business leaders. The B&E entrepreneurship program serves multiple educational functions: it is a resource for education, research, and consultation.

IUSB Professional Programs have also broadened the range of collegiate education in the community. The Division of Labor Studies provides research and technical and educational assistance to community groups, including materials on labor history to enrich the K-12 curriculum. The DLS also offers a Union Leadership Program to serve local unions, offering technical assistance and consultation. The School of Public and Environmental Affairs (SPEA) has a particular mission to provide service to community in the form of analysis, consultation, and theoretical and applied research. The SPEA program thus is an effective vehicle for consultation. SPEA faculty also seek service and research grants, adding substantially to community and campus enterprises and establishing innovative community projects.

Continuing Education is another significant community partner, providing numerous programs of professional and personal development and contract education for more than 7,000 students each year, representing more than 1,200 different employers, serving as a medium of educational exchange between campus and community. The Center for Community and Institutional Research Services (CAIRS), sponsored by SPEA and Continuing Education, is a training ground for students and a source for research data, offering the community a reliable means to sample and analyze public perception and opinion.

IUSB has also become a *center for excellent arts programming* not only in the region, but beyond the state. The faculty provides outstanding creative and cultural resources to its students and to the entire community, with talented and well-recognized studio and performing artists-in-residence as well as outstanding student performers. The Division of the Arts faculty are strongly-committed to teaching; many are involved in such activities as the South Bend Youth Symphony and the IUSB Arts Academy, programs designed to build future audiences, as well as to develop new talents. Indeed, IUSB's music, art, dance, and theatre programs as well as the campus library resources, lectures, and film series, have significantly raised the community's cultural IQ. Local residents enjoy university performances and frequently participate in them.

IUSB and Area Schools. In response to the national call for more academic substance in pre-collegiate education, IUSB has much to offer for area students and teachers. The campus has had

significant impact on precollegiate education in the past, and we are now taking an even more active interest. The Division of Education plays the most visible role through its undergraduate and graduate programs which train area teachers and administrators and provide workshops on special topics of pedagogy in a range of instructional areas. Faculty serve as consultants, speakers, student advisors and mentors.

Our interaction with area schools has not been limited to our formal School of Education programs. Several Liberal Arts and Sciences departments, such as mathematics, German, and philosophy, have sponsored public programs and competitions within disciplines for area students--an effective vehicle for student recruitment as well as faculty development. The department of Foreign Languages organized an alliance of language teachers, linked with the National Alliance for Language and Literature, to improve communication between language teachers in the region, and to encourage their students to pursue collegiate foreign language study. Another effective linkage program sponsored by IUSB is the Northern Indiana Biology Alliance, which holds workshops for area biology teachers, providing them with materials and techniques for their classroom use.

In the future, the community schools, struggling with budgetary limits, concerned about program enhancement and accountability, could benefit even more than in the past from IUSB's expertise in program evaluation, instruction, and faculty development. Additional school-campus partnership programs should be considered, including:

1. Transition to College. IUSB could also serve the community with bridge programs promoting the transition between pre-collegiate and collegiate experience, if we could secure significant community support and collaboration. Resources and collaborative efforts would be essential for expansion of our services--such programs as the Advanced College Project (ACP), as well as the assessment and developmental programs of the Academic Resource Center (ARC). Continuing Education has in the past offered programs of enrichment for gifted and talented pre-collegiate students: such programs might again be developed, but again would require significant community input and support.

2. Early identification of minority students with college promise has proven to be an effective strategy to enlarge the potential pool of future collegians. Minority student mentoring programs should also be considered at IUSB. In the past, the campus has co-sponsored several programs for "at risk" students, through SPEA and a campus-based school-community partnership program, with foundation and governmental grant support. Because minority enhancement is a high institutional priority, further cooperation and funding should be sought for such precollegiate education and intervention programs in the future.

3. Regional Educational Partnerships. Institutions of postsecondary education provide most significant resources to our geographical region. IUSB's academic neighbors include St. Mary's College, Goshen College, Bethel College, Ancilla Domini, Holy Cross Junior College, IV Tech Northcentral, and the University of Notre Dame. Individually, they display very diverse academic identities, differing in mission, size, nature of student body, extra-curricular commitments, and classroom curriculum. Collectively, they represent an impressive repository of educational expertise, and the community's

second largest "industry."

NICE, a formal consortium that was once intended to link these institutions in an academic network, has provided students in the area with some program flexibility, but has never realized its full potential. Yet the argument for partnership remains. In the future, with the implementation of IUSB's plan to serve as a regional educational center and distributor of distance education resources, consortium members could become more active partners in our planning and programs.

External Affairs: New Community Linkages

Beginning in the 1990-91 academic year, the newly-created Office of External Affairs concentrated its efforts to raise public awareness of IUSB's academic excellence and its role as a valuable community resource. Programs in communications, alumni affairs, publications, marketing and fund raising have been launched in the past few years to both improve public awareness and garner public support.

Community leaders, alumni, businesses, governmental agencies and other organizations have been invited to take an active role in assisting the campus in achieving its long-term objectives of continual enhancement of academic excellence and community service. This assistance has already proven valuable in the planning, acquisition, and renovation of the Purdue Technology Building; the creation of the first endowed chair in music in the IU System; the implementation of new programs in Radiography and Social Work; increasing scholarship support at both the undergraduate and graduate levels; and support of campus needs before University, state, and national funding bodies.

As a community-based university, IUSB has no firm boundaries between the campus and those it serves. The continued success of the campus in this seamless environment will depend in large measure on the continued active involvement of all segments of the community. We must consider additional means of involving friends and alumni in the life of the campus, working together in appropriate contexts to utilize, promote and enhance our programs. IUSB must continue to improve the models of campus-community partnership it has already established and must seek to create new models as the need arises.

Resource Development: A Growing Concern

Private support is and will continue to be critical to the accomplishment of IUSB's major objectives. Endowed professorships, scholarships, endowed teaching and research funds, enhancement of student life, and the augmentation of capital funds will all be required to meet IUSB's ambitious goals for the future.

Beginning with the establishment of the position of Vice Chancellor for External Affairs in 1989-90, the campus has made a strong new commitment to developing sources of private support. Several major accomplishments including the Martin Professorship in Piano, the Minichillo Scholarship in Dental Hygiene, the underwriting of start-up funds for the Master of Social Work program and the significant Schurz Communications and Allied Signal commitments to campus expansion have marked the short history of this effort.

The implementation of the long-awaited Alumni/Foundation Information System in 1993-94 has added a strong support system which will assist the campus in building on these initial accomplishments. IUSB must continue its two-pronged effort aimed at increasing the total number of donors to the campus among its alumni and friends while at the same time identifying and cultivating those individuals and organizations whose philanthropic support can have major and significant impacts on the campus's development.

The long-term success of these efforts will depend not only on the success of the External Affairs staff, but will be directly tied to the involvement of all elements of the campus including administration, faculty, staff, students and alumni.

Telling the Story: Marketing/Communications

The implementation of a coherent and coordinated program of institutional marketing and communications is central to the development and maintenance of public, governmental, alumni, donor, and student support of the campus. The challenges in this area are heightened by the presence of four other accredited post-secondary institutions in the Michiana region. IUSB competes with all of them for the time and attention of media, community leaders, philanthropic organizations, and prospective students.

Publications including *IUSB Review*, *Connections*, *Vision Magazine*, and the *IUSB Annual Report* have been developed to carry the messages of IUSB's excellence and quality to alumni, community and governmental leaders, and members of the university community. Standards of graphic identity have been developed and refined to bring coherence to the campus' printed image.

Student recruitment marketing has been a major focal point for the campus effort. Targeted media advertising coupled with the focus on campus identity has led to major improvements in this area as well as a heightened awareness of IUSB's importance as a community asset. We must continue to focus marketing/communications efforts on the attraction of a diverse student body as a continuing source of academic vitality and as a base for operational funding.

Media relations efforts have also received attention and will continue to be important to IUSB's ability to develop a concise understanding of its role among its many constituencies. The concentrated focus of these efforts on the issues of academic quality and excellence have resulted in greater media awareness of the IUSB faculty and a greater media readiness to consult them on issues of local, regional, national, and international importance. These efforts must be continued if the campus is to retain and build upon the progress it has made in the past few years. The growing demands on both public and private resources in the years to come will mean the campus must continue to refine its messages and expand its efforts to convey them to all constituencies from whom it wishes to gain support.

IUSB Alumni: Forging the Bonds

During the early years of IUSB's history, alumni were cultivated and contacted as part of the

Bloomington-based IU Alumni Association program. All efforts were directed toward building identification with the traditions and culture of the Bloomington campus. With the IUSB alumni body now exceeding 16,000 and growing at the rate of approximately 1,000 per year, the campus has begun to forge new bonds with its alumni.

A professional Alumni Director has begun the challenging task of finding creative and innovative ways to shape an alumni program to the needs of a non-traditional alumni body. As the campus matures, alumni will play an increasingly important role in supporting its many programs and activities. The campus now seeks to involve alumni intimately in areas such as governmental relations, admissions, career planning and placement, assessment of academic outcomes, and the development of private financial support. IUSB must continue to seek ways build more bridges between the campus and this most important constituency.

New models for building these bridges must be found or developed. Traditional alumni programs such as homecomings, class reunions, athletic outings, social gatherings and the like hold no real attraction for IUSB's new majority alumni. The framework for these new models will be jointly built by IUSB's alumni staff and the volunteer leadership of the IUSB Alumni Association.

A major dimension of these programs will be the continued development of effective communications between the campus and its alumni constituencies. Significant enhancement in this area has taken place in the past few years with the establishment of *Vision Magazine* and the up-grading of divisional alumni publications. The campus will continue to assess alumni communications needs and to respond in a fashion appropriate for a comprehensive regional university.

Advisory Boards: Advocacy and Networking

Over the years, advisory boards have been appointed to help IUSB tell its story to wider audiences. Some have helped to raise funds to support specific programs and others have served as links to important constituencies. The IUSB Advisory Board, appointed by the President of the University, is comprised of key community leaders and provides advice and counsel to both the President and the Chancellor.

As the competition for attention and resources intensifies in the Michiana region, the state, and the society as a whole, the campus must seek additional ways to enlist the assistance of these key groups. Permanent and ad-hoc, issue-specific advisory groups might be enlisted both collectively and as individuals as IUSB advocates to assist the campus in presenting its case to the public, to the media, to prospective students, to prospective donors, and to the legislature and other funding agencies. Both the academic and administrative leadership of the campus must take an active part in seeking opportunities to enlist the assistance of these groups in achieving IUSB's objectives.

Statewide Collaboration: IUSB and Indiana University

As it was at its inception, IUSB today remains the point of embarkation into Indiana University

programs in north central Indiana. As we plan the IUSB future, our role within the university remains a complex issue. It has enhanced our capacity to provide and strengthen programs in key disciplines. In the future, IUSB promises to bring increasingly-valuable resources to the enterprise.

As part of this partnership in the future, we hope to continue to enhance our access to system-wide resources for educational and economic development. Through our association with RUGS (Research and the University Graduate School), we have already benefitted from intercampus funding which supports faculty research and study with colleagues on other I.U. campuses. In the future, such funding will support undergraduate research and creative activity. Additionally, IUSB has been actively involved in statewide projects to support and recognize outstanding teaching, such as FACET. IUSB faculty have won university-wide awards for distinguished teaching and exemplary service.

IUSB's mission to "be" Indiana University in north central Indiana has also involved expanded participation in statewide educational, legislative, and economic planning, a collaborative effort which strengthens us at the same time that it benefits the university. Today, IUSB is committed to meeting the university's largest mission: demonstrating how I.U. can best fulfill its promise to bring academic distinction, economic development, and access to all regions of the state. The recognition that this campus is more than a point of access or transit, but is an institution with its own mission and strengths, marks the entry of IUSB into full partnership in a great state university.

IUSB's potential to set a new standard for educational partnership is thus clear, challenging us to develop more and stronger interactive linkages. The advantages of partnership are evident in our history, our student-faculty interaction, the changing physical campus, and the growth and excellence of our academic undergraduate and graduate programs. They suggest an even more promising campus future.

5. Setting the Standards for Partnership: Community, Region, and State

RECOMMENDATIONS

1. Window on the Community: Information, Research, and Consultation. By providing campus expertise and a neutral forum, IUSB can give the community a privileged perspective on a wide array of regional and national issues. The university should continue to expand its role as the consultant of choice for area business, industry, government, community schools, the media, and other educational and social agencies.

2. Educational Bridge and Transition Programs: To promote lifelong learning and to strengthen the academic continuum, IUSB should plan and offer programs for pre-collegiate students: gifted and talented students, advanced placement and honors candidates, at-risk minority students, new retirees and older adults. Such programs might include:

- Mentorship for minority students
- Additional college credit opportunities for secondary school students
- Scholarship programs
- Pre-collegiate assessment and advising
- Transition programs for returning students
- Programs contracted with local business and industry
- Supervised internships to promote transition between the workplace and the college classroom.

3. Goals of the Office of External Affairs: The Office of External Affairs has outlined three priorities for future activity as we seek to realize IUSB's mission and objectives:

a. Resource Development. Consistent with our major program goals, IUSB has set a number of funding priorities: endowed professorships, scholarships, endowed teaching and research funds, the enhancement of student life, and the augmentation of capital funds. The challenge of this fund-raising effort is twofold: to increase the number of friend and alumni donors, and to identify individuals, organizations, and agencies that could become sources of major philanthropic support. IUSB is committed to raising an additional \$1,000,000 for its endowment by the year 2000.

b. Marketing/Communication. IUSB will continue to focus its marketing and communications strategies on attracting a diverse student body. In the future, it will be even more important to tell our story to all constituents, including alumni, patrons, and the "meta-student body," utilizing a range of publications and campaigns and maintaining excellent and effective media relations.

c. Alumni Activities. Growing at a rate of 1,000 new members a year, the IUSB Alumni Association will serve over 20,000 by the year 2000.

IUSB will seek to involve alumni more directly in university concerns, including governmental relations, admissions, career planning and placement, outcomes assessment, and the development of private financial support. New models of activity will be developed, appropriate to "new majority" alumni. We will also continue our emphasis on effective alumni communications.

4. Leadership Development and Public Forums: IUSB will continue to serve as a forum for clarification, discussion, and community planning. We will work with community advisors to provide an expanded menu of educational, cultural, and political briefings and discussion programs for area business, industry, education, and government officials. In addition, IUSB will work with other institutions of higher education in this region and elsewhere to extend public information, access, and awareness.

5. Indiana University Statewide Planning: As a full partner in Indiana University's statewide program, IUSB will continue to participate in university planning and projects, bringing our perspective to bear on I.U. policy.

III. SUMMARY AND CONCLUSION

Our vision for the future is both expansive and conservative--in the best sense. We believe that IUSB is in the process of creating a new American collegiate model, offering access to excellence, opening doors and extending resources to a growing, changing student body and the equally-diverse community at large. As a public university, we offer the advantages of program depth and range; at the same time, we offer a stimulating environment of learning, stressing student-faculty interaction, individualized instruction, and interdisciplinary exchange.

IUSB has already embarked on a program of institutional development, with a resolve to maintain our standards of academic distinction while extending our physical and instructional boundaries. On that basis, we have identified our highest priorities for growth, action, and evolution:

- To achieve our goals, we will need to greatly enhance student life, both in and out of the classroom, to promote affiliation and retention and achieve a genuine sense of educational coherence. We will continue to seek a diverse mix of students, and to provide a campus home for students of different ages, cultures, and talents.

- We must invest in our faculty, who have served us well and who continue to set the highest standards of teaching, scholarly, and creative excellence. To allow for enrollment and program growth, we must also make every effort to attract new scholar-mentors to IUSB.

- IUSB must develop academic programs which sustain and increase our strength--new programs at the associate, baccalaureate, and graduate level which will meet community needs and anticipate as well as respond to the challenges of the future.

- In a time of limited resources, we will strive to enhance our productivity while continuing to emphasize program quality. New strategies to promote the "seamlessness" of campus and community will have even more importance in shaping the IUSB curriculum, as will new partnership efforts with Purdue.

- The campus will be at long last an inviting, well-equipped, and coherent academic space, commensurate with our expanded and developing graduate and undergraduate programs, talented and committed faculty, and a student body drawn from within and outside of north-central Indiana.

- Providing access for underserved groups and enhancing student and faculty diversity will be another important step in realizing our full potential as a public university. That access will include further outreach activities, as well as the expansion of professional and support staff and academic support systems.

■ New educational technologies will provide students and faculty with new university resources for discovery, information, learning, and communication. By incorporating these resources in its programs and classrooms, IUSB will expand the boundaries of the physical campus to one virtually unlimited in potential scope.

■ The IUSB future will also include the development of stronger partnerships with our alumni, our state and regional patrons and advisors, and with our Indiana University colleagues across the state.

It is an ambitious agenda for the 90's and beyond. Our plans and hopes rest on our consensus about the value of public higher education and our responsibility to have an important share in raising Indiana's educational expectations and performance levels.

It is important to stress that although we are a multi-purpose institution, IUSB does not aspire to be all things to all people. To realize our mission, we instead have resolved to set our own direction. As we plan for the future, we intend to create our own viable structures, bridging traditional academic values and new educational concerns; bringing students, faculty, and the wider community together in a spirit of genuine collegiate inquiry.

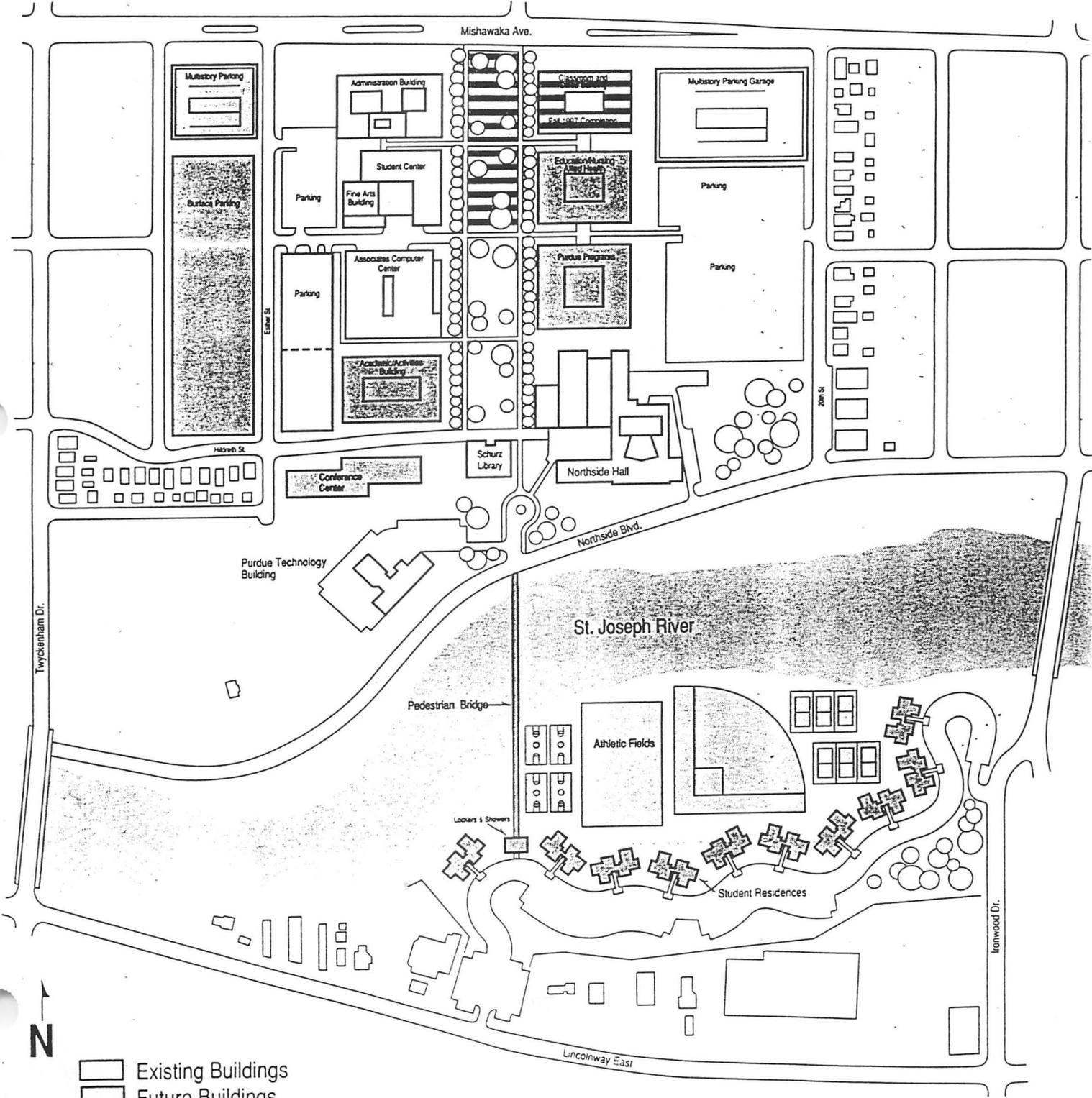
Such connections are especially needed to make our academic goals, standards and traditions vital and meaningful to the new and diverse constituency entering higher education, students who do not necessarily regard them as self-evident. These students--in transition, moving between work, home, and classroom, motivated to invest in college and themselves--have stimulated our faculty during the past decades, and have had an impact as active learners on our pedagogy and practices. In the decades ahead, they will raise more significant questions about the aims and ideals of the university, challenging both the institution and themselves to define and attain higher levels of academic achievement.

Not only IUSB, but all American institutions of higher education, face a changing and more demanding future. The IUSB Campus Plan is a way of visualizing that future through the power of our collective intentions and the lessons of experience, setting new standards for academic distinction and charting a new collegiate course in the decades ahead.

South Bend, Indiana
1995



IUSB Master Plan



-  Existing Buildings
-  Future Buildings
-  Under Construction

IV. APPENDIX

1. IUSB Master Facilities Plan
2. IUSB Regional Education Network
3. Regional Education Proposal
4. Peer Institutions (salary and compensation)
5. Degree Proposal Status Draft (3/16/95)

FULL ACCESS TO COLLEGE EDUCATION:
New Prospects for Regional Program Delivery
Indiana University

ABSTRACT

Indiana University South Bend proposes to create a Regional Educational Network to expand access to higher education in north-central Indiana. Linking IUSB educational facilities at South Bend and its developing off-campus sites, the IUSB Regional Center will distribute a full range of instructional options, including "Distance Learning" opportunities for citizens who cannot always be present on a campus. IUSB will serve as the "channel" of distribution for the courseware developed by the Indiana Partnership for Statewide Education. Fully utilizing faculty expertise, library and laboratory resources, and multiple academic support systems, IUSB will become the regional center for educational opportunity.

A New Regional Model for Higher Education. Recent decades have seen a dramatic change in higher education--in scope as well as structure. A far more heterogeneous collegiate constituency has challenged universities to develop new ways of thinking about the educational process; new education technologies make new approaches to teaching and learning possible.

College students of the 90's, like their traditional counterparts, enroll in higher education programs to expand their knowledge, their opportunities, and to enhance their future lives. But formidable and competing external demands of family and employment often limit their ability to complete a degree. The "ivy tower" can no longer serve the needs of this new and growing cohort desiring higher education in Indiana. In its place, a new collegiate environment is taking shape. In this new model, the benefits of higher education are available not only through classroom interaction, but through "distance learning": an education delivery system which creates a "virtual campus" through electronic pathways linking faculty and students, accessible at times and in locations convenient to both.

Educational innovation often demands extensive capital investment. Fortunately, Indiana already possesses a rich and diverse group of public universities across the state, well-positioned, like Indiana University South Bend, to serve as a regional "nexus" for program development and delivery. Drawing on their own resources and those of cooperating institutions and facilities in the service area, linking existing educational resources, the regional centers have the potential to maximize state dollars and enhance educational possibilities for all students.

This IUSB proposal represents one essential component of what could become a model statewide program delivery system, bringing accessible, comprehensive, higher education to the citizens of north-central Indiana.

IUSB: Serving Regional Educational Needs. Public university campuses like Indiana University South Bend which serve a diverse regional constituency have become the rule, rather than the exception, offering programs for an increasingly-mobile student body. To serve these students, IUSB has already adopted modes of program delivery quite different from those on a traditional residential campus. Courses are scheduled in the evening as well as during the day. Student advising, admission, placement, and other support services have also been expanded to fill those extended hours. Particular attention is paid to older students, many of whom have not been in a classroom for years. Library, bookstore, security, laboratory, and faculty office hours must fit students' schedules. An extensive peer advising program helps students with different backgrounds, needs, and experiences to meet academic challenges and understand collegiate demands and opportunities.

Extending IUSB Programs. Extending the range of the university has meant more than this increased on-campus effort at IUSB. In recent years, IUSB has also taken important steps to reach beyond the South Bend campus setting: to create the "virtual campus" of the future for this region. IUSB is an avenue for Indiana University correspondence courses, perhaps the earliest mechanism for "distance learning." Statewide telephone and television networks, SUVON and IHETS, offer significant, accessible communications, including teleconferences and educational programming. Videotaped courseware is being used for continuing education and some credit programs. Lecture programs and a few courses, credit and non-credit, have been delivered to specially-equipped IUSB classrooms. In 1992, IUSB developed a televised course, "Introduction to Reading," which is now being offered for credit and carried into homes in the region through the PBS station, WNIT-TV. We hope to build on that expertise to develop other courses in the future, especially those included in the 10-course, 30-hour transfer agreement (see description below).

Today, technological advances promise even more accessible, flexible, and interactive learning opportunities. At IUSB, computers provide interactive, 24-hour electronic lines of communication between students and faculty, wherever they are located. Educational sites can now include the home and workplace, linked by IUSB computer facilities.

IUSB Off-Campus Sites. Demand for university programs continues to grow in the IUSB service area. The most significant effort to promote access in recent years has been the creation of off-campus educational program sites and centers. These sites, already linked through faculty, curriculum, and support programs to IUSB's South Bend campus, could provide the "educational service centers" which a distance learning program would require.

Development of these centers, indeed, is already under way. In 1977, IUSB established its first "satellite" or off-campus program to deliver selected courses in Elkhart. Today, over 100 course sections are offered each year, both daytime and evening, supported by an educational services

center professionally staffed 52 hours a week. The IUSB Elkhart center also includes a media storage center, general classroom space, and a 21-station computer lab.

Similar sites have been or are being established in other locations more remote from the South Bend campus, in response to community demand and support, and, in some cases, in cooperation with Purdue. In 1991, IUSB opened its Warsaw program in a cooperative effort with IPFW, allowing students to enroll in both IU and PU courses. In 1992, IUSB opened a credit program in Argos, to serve the more southern region of its service area. An IUSB program will open in LaPorte in 1993, and conversations have been initiated in Michigan City. IUSB has developed "5 year plans" for expanded site-based instruction in these satellite locations (See Appendix) to address a growing demand for higher education.

By intention and design, these off-campus offerings are far more than individual classes taught in borrowed facilities or isolated classrooms. Quality control and appropriate and adequate instructional and student support services are essential to the success of these programs. IUSB faculty play a major role in determining the curriculum and setting the academic standards, ensuring transferability of credits. Students in the IUSB programs also have access to faculty expertise, library and bookstore services, and staff assistance in registration and advising.

For example, in the oldest, best-developed IUSB off-campus program, the Elkhart Center, South Bend faculty teach on off-campus assignments, part of their normal teaching load. The university maintains a learning resource facility, including a computer lab and electronic and telephone access to main campus facilities and offices. Students are also provided with materials from the IUSB Bookstore and the IUSB Library, and receive counseling and advising as they advance through their programs. As the other off-campus sites develop, similar learning resource centers will be established.

Access and "Distance Learning." As a result of this extensive outreach and our commitment to provide academic support services to our students, wherever they are located, Indiana University South Bend today offers citizens in the north-central region of Indiana access to educational resources once available only on a residential campus. It is consistent with our purposes and mission that we now extend the promise of higher education even further, to meet the needs of our diverse constituency. Thus, as the "senior" institution of public higher education in north-central Indiana, IUSB is prepared to become a **Regional Educational Center**, offering both traditional classroom-based programs and Distance Learning.

The Indiana Partnership. To develop Distance Learning and promote wider access to higher education in the state of Indiana, public universities set out in 1992 to plan a Partnership which would pool the resources of courseware providers and develop policies for regional distribution and implementation. Since that time, a working draft has been circulated to detail more fully and develop the "Partnership" concept.

Key ingredients of the Partnership draft include regional "ownership" through the formation of area consortia, led by a "senior" institution; student matriculation at the local and regional level; academic support of courses through regional "learning centers"; and agreement to distribute Partnership courseware in the region.

IUSB's plan for a Regional Center is designed to meet these Partnership goals: a network of academic instructional and student support in north-central Indiana, which could serve as a model for other regions.

Indiana Credit Transfer Agreement. The IUSB Regional Educational Center would also lay an important role in implementing the Indiana Credit Transfer Agreement, enacted in 1990, in response to the Governor's workforce initiatives. This agreement is designed to promote the transfer of credit earned in "introductory" or "general education" courses among Indiana's accredited public state colleges and universities. Thirty hours of course work has been identified for possible credit transfer throughout Indiana, and interinstitutional faculty committees are comparing syllabi and developing state standards.

One outcome of this Partnership effort will be the preparation of "courseware": videotaped distance learning materials for the 30 hours of general education covered by the Credit Transfer agreement. Regional centers such as the one IUSB proposes could then offer those courses on- or off-site, providing a full range of instructional and library support materials whichever option a student might select. Distance Learning students, like those receiving site-based or campus instruction, would have the opportunity to interact with faculty and become more aware of the higher education resources available to allow them to complete their degrees.

The advantages of a regional center in the implementation of both the Partnership and the 30-hour Transfer Agreement are obvious. First, students would be able to take full advantages of faculty, supplementary course material, and library and instructional facilities while they were enrolled in these foundational courses. They would be assisted in establishing student skills and counseled about possible "gaps" in preparation. As IUSB students, they would also be assured of a smooth transition between their introductory classes, wherever and however they chose to receive them, and the next level of study: completing a major and attaining a college degree.

A New Model of Educational Delivery: the IUSB Regional Plan. Serving today's college students requires multiple instructional strategies, building upon but not limited to the classic experience. Technology alone is no magic bullet; multiple modes of program delivery must be available to meet their diverse and changing needs and expectations.

To ensure full access to a quality university education, IUSB plans to expand the use of instructional technology while continuing to provide the faculty and staff contact and academic support programs which have proven essential for academic success.

The IUSB Comprehensive Regional Educational program will offer the following advantages to students:

1. **Conveniently-located Learning Centers.** The IUSB off-campus center in Elkhart is already in place to serve as a site of academic and student support. In the future, that center, and the others in the region, including the South Bend campus, would not only provide on-site instruction and student support, but would serve as receiving and distribution sites for Distance Learning. Future plans include the linkage of all regional sites in an interactive network.

2. **A Campus "home" for all Matriculants.** Students electing either Distance learning or traditional classroom options would register for their courses at IUSB, with access to college orientation and advising. During the duration of their collegiate study, their records would be maintained on the South Bend campus of IUSB, including credit transfer. IUSB would award degrees to program graduates.

3. **Faculty-Student Interaction.** Faculty will continue to play a major role in determining standards, course content, and curriculum requirements of all programs delivered by IUSB.

4. **Instructional Support.** All modes of instruction and education delivery, including Distance Learning, will be supported by a range of IUSB staff, faculty, and program resources, including one of the nation's best college libraries. The campus already provides "touch-tone" registration and IU-CARE, a computerized transcript record. All IUSB students, whether on campus, or at off-campus locations, including home or workplace, could take advantage of faculty expertise, staff counseling and advising, library and bookstore resources, the IUSB BANYAN network. Learning Centers would also be linked to SUVON and IHETS resources.

5. **Multiple Program Delivery Options.** In the Regional Center model, the curriculum would be available to students through a range of options, open to all students, depending on their needs or circumstances. In the regional center, all students could choose:

- a. "Traditional" campus programs, classes and student support services, and full campus faculty and facilities (IUSB South Bend campus):
- b. Site-based instruction and support services at "off campus" locations (Elkhart, Warsaw, Argos, LaPorte, etc.) "Services" include registration, advising, and access to computer labs, e-mail, SUVON, IHETS, videotape library and VCRs, and IUSB faculty;
- c. Distance Learning Video "courseware" which would expand the possibilities of program delivery and instruction (contracted with other educational "providers"; or locally-developed.)

Regional Education Resources. IUSB's service area is a region particularly rich in educational resources. Both public and private colleges and universities provide strong academic programs while IVTech-Northcentral provides a diverse program of vocational and technical training. A regional center, coordinated by IUSB, would effectively mobilize such instructional services. The IUSB Regional Educational Center would also provide programming for a broader spectrum of students through NICE: the Northern Indiana Consortium for Education.

IUSB is one of six institutions of post-secondary education in St. Joseph and Elkhart counties that are members of NICE. The purpose of the consortium is to share the library resources, faculty expertise and academic strengths of the six institutions in order to expand the course opportunities for students. The membership, besides IUSB, includes Bethel College, Goshen College, Holy Cross Junior College, Indiana Vocational Technical College Northcentral, and St. Mary's College. Full-time students at NICE institutions are now able to take courses at other member campuses without extra fees or new enrollment procedures, on a space-available basis.

Membership in NICE would provide additional educational linkages between IUSB and the community in the implementation of the Regional Education Center. Both public and private institutions of higher education in the area could receive and support "Distance Learning" courses developed by the Indiana partnership and distributed by IUSB.

Non-Credit Regional Programming. IUSB, through its Division of Continuing Education, now offers an array of non-credit programs, including professional skills and certification courses, and special summer enrichment courses for pre-collegiate students. Such programs could also be made available to a larger constituency through the IUSB Regional Centers and Distance Learning networks.

Conclusion. In one sense, this proposal to create a regional educational center at IUSB, linked with other state regional educational "networks," is extremely ambitious. But a review of the current program and planning demonstrates that the essential elements of a Regional Educational Center are already in place at IUSB. Not only have we established excellent campus-based programs geared to new majority students, but we have extended our program delivery range through NICE and the IUSB network of well-supported satellite centers.

Future possibilities for higher educational access are even more exciting. Building on these linkages, and taking advantage of new technologies, the IUSB Center could thus serve as the regional "channel" for programming to be developed by the Indiana Partnership in Statewide Education and a range of academic "providers."

TIMETABLE FOR DEVELOPING THE IUSB REGIONAL MODEL

To implement any program of Distance Learning requires a considerable investment. But incorporating Distance Learning into a comprehensive regional program, as we propose, would be both educationally-sound and cost-effective. Much of the regional development has already been done. Further development will benefit all students in north-central Indiana through enhanced instructional options and wider program distinction.

The Regional Center we propose fits our mission and takes advantage of our existing resources. Because IUSB is now part of a Regional Consortium, and because we have established educational centers in surrounding communities, no totally-new governance structure or site identification is required to implement the regional model we propose. A major learning support center already exists in Elkhart, linked with the South Bend campus; it would serve as a model for expansion in Argos, Warsaw, and LaPorte. IUSB has an excellent "track record" of providing quality educational opportunities for students with diverse backgrounds, difficult schedules, and multiple responsibilities.

Thus, there need be no delay in implementing this model. IUSB could test a pilot Distance Learning activity as early as 1993, depending upon budgetary, technical, and program resources. Courses could be delivered to a range of public and private cooperating institutions, and instructional impact and student outcomes could be assessed in comparison with traditional classroom programs.

As the first step, IUSB would convene the post-secondary institutions in the region. IUSB also urges wider discussion and consideration of the comprehensive institutional model we describe in other regions of the state. Clearly, the IUSB Regional Center could be the first step in making Distance Learning and the Indiana Partnership a reality: a resource network designed to bring higher education to even the most remote corner of Indiana.

INDIANA UNIVERSITY AT SOUTH BEND
 FACULTY SALARY COMPARISON
 IIA SCHOOLS IN BIG TEN STATES

INSTITUTION	91-92 PROF.	91-92 ASSOC	91-92 ASST	92-93 PROF.	92-93 ASSOC	92-93 ASST
EASTERN ILLINOIS	42.4	35.2	32.7	45.0	37.7	34.0
NORTHEASTERN ILLINOIS	42.5	34.3	32.2	45.2	37.3	34.8
SANGAMON STATE	45.9	39.7	33.3	47.7	41.3	35.4
SOUTHERN ILLINOIS ED	49.6	42.6	35.8	50.8	43.2	36.5
WESTERN ILLINOIS	43.9	37.8	32.8	47.2	40.8	34.0
IP FORT WAYNE	47.6	38.6	31.2	49.6	39.9	33.2
IU NORTHWEST	51.9	41.3	34.7	54.3	42.7	34.9
IU SOUTHEAST	51.4	38.4	32.0	52.2	41.0	34.0
PURDUE CALUMET	48.3	39.1	33.8	50.9	40.5	35.7
SOUTHERN INDIANA	45.5	41.0	34.1	48.0	41.7	36.2
NORTHERN IOWA	53.1	43.0	35.7	57.5	46.7	38.9
CENTRAL MICHIGAN	55.7	45.6	37.3	59.5	47.3	39.6
EASTERN MICHIGAN	52.8	42.3	37.0	55.4	44.0	38.8
GRAND VALLEY STATE	51.3	43.8	35.0	54.2	45.7	37.0
MICHIGAN TECH	63.8	45.3	39.0	61.6	44.5	38.7
NORTHERN MICHIGAN	52.0	43.2	32.4	55.3	45.4	33.6
OAKLAND	56.3	47.4	38.7	59.3	49.3	41.3
SAGINAW VALLEY STATE	46.2	40.6	34.8	49.3	41.6	37.9
UM DEARBORN	52.8	43.2	38.3	52.6	43.2	38.7
UM FLINT	54.4	44.6	37.6	56.2	44.9	39.3
BEMIDJI STATE	48.5	37.3	32.6	51.3	39.4	34.6
MOORHEAD	49.7	40.2	32.3	52.2	42.5	34.8
ST. CLOUD				52.0	41.9	35.6
UM DULUTH	54.6	43.4	36.7	55.7	44.9	38.4
CLEVELAND STATE	60.4	45.2	37.9	59.9	44.9	38.6
WRIGHT STATE	59.4	44.5	37.5	61.5	45.8	37.7
YOUNGSTOWN STATE	57.0	44.5	35.8	57.7	44.4	35.1
PENN STATE IIA	59.5	48.6	42.5	61.5	50.0	42.9
PU EDINBORO	58.4	47.9	36.2	61.5	49.4	38.1
UP BLOOMSBURG	57.8	47.1	37.5	59.5	48.4	37.9
UP CALIFORNIA	58.4	47.3	37.5	62.8	50.0	39.8
UP CHEYNEY	54.4	43.8	37.4	63.0	51.9	39.9
UP CLARION	57.6	48.9	38.2	60.4	48.4	38.7
UP EAST STROUDSBURG	58.2	46.4	36.6	61.2	48.3	38.6
UP INDIANA	57.8	46.9	37.7	61.2	49.0	38.6
UP KUTZTOWN	58.4	47.2	36.3	60.9	48.7	37.8
UP MANSFIELD	57.8	47.0	37.4			
UP MILLERSVILLE	57.9	46.9	38.0	60.7	49.2	38.8
UP SLIPPERY ROCK	58.6	45.6	37.0	61.5	47.3	39.2
UP WEST CHESTER	57.1	47.4	37.5	60.0	48.9	38.8
UW EAU CLAIRE	45.5	37.0	34.1	47.6	39.7	36.1
UW GREEN BAY	46.4	39.1	33.9	48.5	41.0	35.6
UW LA CROSSE	48.2	39.9	35.5	50.3	41.9	37.7
UW OSHKOSH	50.0	41.4	35.4	52.9	42.8	36.8
UW PARKSIDE	50.6	38.5	37.9	52.2	41.2	39.9
UW PLATTEVILLE	47.7	38.3	33.6	50.4	40.4	35.1
UW RIVER FALLS	43.8	36.2	32.2	46.6	38.6	33.8
UW STEVENS POINT	47.3	38.3	30.7	50.0	40.9	35.0
UW STOUT	46.0	36.8	30.9	48.5	38.3	34.0
UW SUPERIOR	46.8	39.6	32.9	49.2	41.4	34.3
UW WHITEWATER	48.4	40.8	35.0	51.0	42.3	36.8
NUMBER OF INSTITUTIONS			50			50
MEDIAN	52.0	42.8	35.8	53.6	43.2	37.4
MEDIAN ANNUAL % INCREASE	4.42%	5.94%	5.92%	3.08%	0.93%	4.47%
IU SOUTH BEND	49.8	41.7	37.1	51.8	44.5	38.0
IUSB ANNUAL % INCREASE	6.87%	6.38%	10.42%	4.02%	6.71%	2.43%

INDIANA UNIVERSITY AT SOUTH BEND
 FACULTY COMPENSATION COMPARISON
 IIA SCHOOLS IN BIG TEN STATES

INSTITUTION	91-92 PROF.	91-92 ASSOC	91-92 ASST	92-93 PROF.	92-93 ASSOC	92-93 ASST
EASTERN ILLINOIS	48.7	40.8	37.9	52.1	44.1	39.9
NORTHEASTERN ILLINOIS	48.5	39.4	37.1	52.0	43.2	40.5
SANGAMON STATE	51.9	45.1	38.0	53.7	46.6	40.1
SOUTHERN ILLINOIS ED	56.8	49.1	41.6	58.8	50.4	43.0
WESTERN ILLINOIS	50.5	43.7	38.2	54.7	47.6	40.1
IP FORT WAYNE	61.3	50.0	40.0	64.0	51.8	43.1
IU NORTHWEST	65.4	52.8	44.4	68.9	54.8	44.3
IU SOUTHEAST	65.5	49.1	40.7	66.4	52.7	43.4
PURDUE CALUMET	62.6	50.8	43.0	66.2	52.8	45.9
SOUTHERN INDIANA	58.4	53.1	43.3	61.8	54.0	45.3
NORTHERN IOWA	66.2	54.0	44.9	71.5	58.6	48.7
CENTRAL MICHIGAN	72.0	59.9	49.0	76.8	62.4	52.6
EASTERN MICHIGAN	67.4	54.0	47.2	70.2	55.7	49.0
GRAND VALLEY STATE	63.9	56.8	47.6	69.8	58.9	47.9
MICHIGAN TECH	81.2	59.4	51.8	79.2	59.2	52.2
NORTHERN MICHIGAN	66.6	55.8	42.8	70.7	58.7	44.3
OAKLAND	74.3	63.2	52.2	77.9	65.5	55.7
SAGINAW VALLEY STATE	59.3	52.6	45.6	63.1	54.0	49.5
UM DEARBORN	66.3	55.0	49.2	66.6	55.5	50.1
UM FLINT	67.3	55.8	47.4	69.6	56.5	49.8
BEMIDJI STATE	61.5	48.2	42.5	65.2	51.0	44.3
MOORHEAD	63.7	51.8	43.1	66.1	54.3	44.9
ST. CLOUD				66.2	54.4	46.8
UM DULUTH	69.5	56.2	48.1	71.7	58.6	50.8
CLEVELAND STATE	74.3	56.8	48.4	73.6	56.2	49.0
WRIGHT STATE	73.1	55.7	47.3	74.8	56.5	47.3
YOUNGSTOWN STATE	70.5	56.2	46.2	71.7	56.5	45.9
PENN STATE IIA	74.3	61.4	53.5	76.5	63.1	54.5
UP BLOOMSBURG	74.3	62.2	50.7	77.8	65.1	52.9
UP CALIFORNIA	74.4	61.9	50.4	80.9	66.3	54.3
UP CHEYNEY	69.0	57.0	49.5	80.6	68.3	54.4
UP CLARION	72.7	62.6	49.9	77.1	64.2	52.8
UP EAST STROUDSBURG	71.9	59.3	47.1	78.1	64.5	53.1
UP EDINBORO	71.2	59.0	45.3	78.1	64.4	50.9
UP INDIANA	74.9	61.9	51.2	79.4	65.5	53.4
UP KUTZTOWN	72.2	59.5	46.8	78.3	64.3	51.6
UP MANSFIELD	73.9	61.3	50.0			
UP MILLERSVILLE	74.1	61.5	50.8	78.6	65.6	53.3
UP SLIPPERY ROCK	73.1	58.1	47.9	75.9	59.7	50.0
UP WEST CHESTER	71.7	61.6	49.8	74.6	61.9	50.1
UW EAU CLAIRE	58.1	47.9	44.4	60.9	51.5	47.1
UW GREEN BAY	59.1	50.4	44.1	62.0	53.0	46.5
UW LA CROSSE	61.1	51.3	46.0	64.0	54.1	49.1
UW OSHKOSH	63.4	53.1	46.0	67.2	55.2	48.0
UW PARKSIDE	63.9	49.6	48.9	66.2	53.2	51.7
UW PLATTEVILLE	60.6	49.4	43.8	64.2	52.3	46.0
UW RIVER FALLS	55.9	46.9	42.1	59.7	50.1	44.4
UW STEVENS POINT	60.2	49.4	40.4	63.7	52.9	45.9
UW STOUT	58.6	47.6	40.6	62.0	49.8	44.6
UW SUPERIOR	59.6	51.0	43.0	62.8	53.5	45.0
UW WHITEWATER	61.4	52.4	45.5	65.0	54.6	48.0

NUMBER OF INSTITUTIONS

MEDIAN	65.9	54.0	46.0	68.1	55.4	48.0
MEDIAN ANNUAL % INCREASE	5.78%	5.68%	6.24%	3.34%	2.59%	4.35%
IU SOUTH BEND	63.8	53.3	46.5	66.2	56.9	47.7
IUSB ANNUAL % INCREASE	7.77%	5.96%	10.71%	3.76%	6.75%	2.58%

Degree Proposal Status
DRAFT!!!

Degrees	Division	IU Budget Office	IUSB Curr Committee	Graduate School	AOC	Trustees	Send HEC	Approved HEC	Funded	Offered
BFA-Fine Arts	x	x	x	NA	x	x	x	x	none	partial
BS-Med Tech.	x	x	x	NA	x	x	x	x	none	
MSW	x	x	x	NA	x	x	x	x	partial	x
AS-Radiography	x	x	x	NA	x	x	x	x	partial	x
AA-Humanities	x	x	x	NA	x	x	x	x	NA	x
AA-Social Science	x	x	x	NA	x	x	x	x	NA	x
AS-Biological Sci.	x	x	x	NA	x	x	x	x	NA	x
AS-Chemistry	x	x	x	NA	x	x	x	x	NA	x
MA-Applied Psy.	x	x	x	x	x	x	Apr-94			
BA-Mass Comm	x	x	x	NA	x	x	Jun-94			
BS Health Ser Man.	x	x	x	NA	x	x	Feb-95			
MSEd. Sch. Admin.	Mar-95	Apr-95	Apr-95	NA	Sep-95	Nov-95	Dec-95			
MS Accounting	May-95	Jun-95	Sep-95	NA	Oct-95	Nov-95	Dec-95			
BFA Theatre	May-95	Jun-95	Sep-95	NA	Oct-95	Nov-95	Dec-95			
BS Physics	Sep-95	Oct-95	Nov-95	NA	Jan-96	Mar-96	Apr-96			
BA Wom. Studies	Apr-96	May-96	May-96	NA	Sep-96	Nov-96	Dec-96			
MA English	Sep-96	Oct-96	Nov-96	Mar-97	Apr-97	May-97	Jun-97			
MSEd Pedagogy	?	?	?	NA	?	?	?			
BA Music	?	?	?	NA	?	?	?			
AS EarlyChildSpEd	?	?	?	NA	?	?	?			
BSEd Fine Arts	?	?	?	NA	?	?	?			
BS Radiation Ther	?	?	?	NA	?	?	?			
BS Dent Hygiene	Jan-97	Feb-97	Feb-97	Dent Sch?	Mar-98	May-98	Jun-98			
BS Respiratory Ther	97-2003									
BS Health Info.Rec.	97-2003									
MFA Fine Arts	97-2003									
MFA Theatre	97-2003									
BSEd Theatre	97-2003									
MS Computer Sci.	97-2003									