

Foundation for the Future: Preparing for New Leadership

Prepared by:
The Campus Directions Committee

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INDIANA UNIVERSITY SOUTH BEND

INTRODUCTION

In April of 2001, Indiana University South Bend (IUSB) Chancellor Kenneth Perrin announced his plans to retire from this position on June 30, 2002, after five years of service to the campus.

A search to find a successor is now beginning. As a prelude to the search, IU President Myles Brand asked the IUSB campus to conduct a pre-search review and to submit a report of the work to him and to the Chancellor search committee by the end of October, 2001. The purpose of the work was, in the short time available, to engage the campus and its community in a discussion of directions and future prospects and the kind of leadership that is needed to guide the institution to its best future.

The IUSB Campus Directions Committee (CDC) was asked to manage this pre-search review. (Please see list of committee members on inside back cover.)

The CDC also is charged with developing a new strategic plan for the IUSB campus. Many of the themes and suggestions for future work identified through these discussions will be useful to that longer-term planning effort.

Chaired by IUSB English Professor Eileen Bender, the CDC pre-search committee first met in July of 2001 to develop a process for the review. CDC members interviewed more than 50 individuals on the campus, in the community, in Bloomington, and in state government.

Committee members also led campus forums with faculty groups, profes-

sional, clerical, and union staff, students, community members, and alumni. The forums and interviews were organized around the following four questions:

1. What current conditions or practices at IUSB do you think are positive? What do you see as IUSB's major strengths?
2. What current conditions or practices at IUSB do you think are negative? What do you see as IUSB's major challenges?
3. What new directions would you like to see IUSB move toward? What in your view inhibits (or would inhibit) IUSB from moving in those directions?
4. A chancellor has to wear many hats, such as a leader of the faculty, community liaison for the campus, advocate for the campus with the president's office, manager of resources and decision-maker, academic planner and visionary. An ideal candidate can do all of these equally well. But if we had to choose, on which one of these would you place the highest priority?

The Committee's work was advertised widely throughout the campus, in the South Bend Tribune, through college, school, and departmental announcements, at regularly scheduled Senate and staff meetings, on the campus web, and through mailings to faculty and staff. In all, over 200 individuals have participated in the pre-search process.

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CHARACTERIZATION OF THE CAMPUS

IUSB has been an independently accredited campus of Indiana University since 1967. Indiana University offered its first extension class in South Bend in 1916, and expanded in 1933 to a fuller complement of classes at the request of the South Bend superintendent of schools. Today, IUSB offers both bachelors and masters degrees and is classified as a Masters I institution by the Carnegie Commission.

Generally, the campus has experienced steady growth since its inception, in terms of physical plant, faculty, programs, and enrollments. The recessions of the 1980's and early 1990's brought some times of enrollment stagnation and retrenchment, but enrollments have grown since the mid 1990's, with headcount enrollments from credit-seeking undergraduates nearing 6,100 in 2001 (3,960 FTE) and graduate headcount enrollments of 1,347 (540 FTE). Close to half of the undergraduate students attend less than full-time, and the majority of them are working adults.

62% of full-time freshmen return to the campus for the second year, and the six year graduation rate is 24%. The percentage of traditional-age full-time students has grown since the mid-1990s, and as a result the "FTE-ness" of the campus has outpaced headcount enrollments. The Fall 2001 total student credit hour enrollments are the highest ever for the campus, up by 4.7% from the previous year.

The IUSB enrollment growth is one of the strongest of the IU regional campuses. In addition to on campus enrollment, IUSB operates programs in Elkhart and Plymouth, which serve over 500 students each semester. Purdue University offers associate degrees in sev-

eral technology concentrations, in a program hosted by IUSB and housed in one of its campus buildings. In Fall, 2001, 246 Purdue students took their general education courses from IUSB to fulfill their degree requirements. Besides the enrollment in credit bearing courses, approximately 7,000 students are enrolled in non-credit bearing courses through the IUSB Continuing Education division. Forty percent of these are at the graduate level.

Almost all of the students at IUSB are Indiana residents from St. Joseph and Elkhart Counties, although the campus has a strong music program and graduate business programs with sizeable international enrollments. Most of the students live off-campus, although the campus has made a limited amount of housing available to international students, student athletes, and visiting scholars. A feasibility study is currently underway as part of a plan to expand on-campus residential facilities.

The IUSB community is distinctive among the Indiana regional campuses, and is also somewhat atypical of regional campuses nationally. The campus serves a largely residential cosmopolitan community of cities built around the St. Joseph River in St. Joseph and Elkhart Counties. South Bend has a population of slightly more than 100,000, and the entire metropolitan area is approximately 250,000. The primary industries in the region are health care and education. The average educational level in the area is higher than in most of suburban or rural Indiana. There are a number of neighboring higher educational institutions in the area, ranging from those with national and international reputations (University of Notre Dame), to smaller private colleges (St.

Mary's, Goshen College, Andrews University, Bethel College, and Ancilla and Holy Cross Junior Colleges) and a public two-year institution (IVY Tech State College). IUSB is in a consortium arrangement and has articulation agreements with many of these colleges and with Southwestern Michigan College (Dowagiac, Michigan) These agreements are reviewed and updated regularly.

Most of the students at IUSB come from the local community and remain in it. As a result, the alumni base for the campus is strong and growing. Despite the relative youth of the campus, over 23,000 IUSB alumni now live in the area, giving the campus a leadership base in the civic, cultural, and economic centers of the community unlike any other college in the Michiana area. It should also be noted that, although most IUSB graduates do remain in the community, a substantial number of students have been accepted into premier graduate and professional programs.

As the campus has grown, it has been led by a stable faculty that included 256 full-time and 242 part-time faculty in fall, 2001. 195 of the full-time faculty are tenure or tenure-track and 61 are not on tenure track. Even as the number of full-time tenure and tenure-track faculty has grown over the last decade, the proportion of the faculty who are at the full professor level has declined. New tenure track hires have outpaced the retirement of senior faculty. The academic qualifications of all of the faculty are strong; over 95% of the full-time faculty have terminal degrees in their teaching fields, among the highest such figures for the IU regional campuses.

The full-time lecturers and adjunct faculty are similarly well qualified, with many holding Ph.D. or Ed.D. degrees.

state-of-the-art telecommunications capacities. These campus buildings are organized around a newly landscaped

	1992-93	2000-01
Full-Time Faculty	217	255
Tenured	108	123
Full	53	50
Associate	51	71
Assistant	4	2
Tenure Track	57	71
Associate	10	18
Assistant	47	53
Non-Tenure Track	52	61

The IUSB physical plant is a visible manifestation of its transition to a full university campus.

The campus has expanded from its original site on the St. Joseph River, through an orderly process of land acquisition and purchase of adjacent residential and commercial property. As recently as five years ago, most of the faculty offices and classrooms were in a single building, Northside Hall, which has now been renovated to house the sciences and the arts. The bookstore was renovated in 1991, child development center and cafeteria in 1995. The humanities and social sciences are housed in a state-of-the-art classroom building which opened in 1999, Wiekamp Hall.

The new Student Activities Building is to open in November, 2001. The modern, well-equipped Schurz Library last year celebrated its 10th anniversary. The IUSB art gallery opened in fall, 2000. The Schurz Library and most of the classroom buildings now include

pedestrian mall.

Future plans for the campus include development of 26 acres south of the St. Joseph River for residential housing, recreational fields, and related parking. Riverfront development and the construction of a pedestrian bridge linking the two parts of the campus will be accomplished through joint federal, city, and university funding.

The 2001-02 operating budget for the campus is approximately \$42.3 million, 50% from state appropriations, 45% from student tuition, and the remaining from other income. 77% of total expenditures go to salaries - half of which is for academic salaries, and the rest for staff salaries and for benefits. Beyond salaries, the three largest expenditure items are energy and utilities (\$2.0 million), the overhead assessment paid to Indiana University Administration (\$1.9 million), and the library and equipment (\$1.2 million).

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BUILDING ON STRENGTHS

The IUSB campus is an institution with a positive upward trajectory of programs, faculty, students and facilities. It is not a status-quo institution, but a strong and still-growing part of Indiana University. It has matured rapidly from a “branch” campus of IU with a somewhat diffuse academic identity to a stable comprehensive campus with a strong commitment to teaching, scholarship and community service. It is well positioned to move into the next stage of its development, which will be a period likely characterized by greater attention to developing centers of excellence, improving the commitment to the community, and selective growth accompanied by consolidation in the academic program arenas. It is located in a stable residential and cosmopolitan metropolitan community that is ideally suited to support this path, and is strongly identified within that community as the primary public institution that offers graduate and undergraduate programs for the area. The campus has many attributes that position it to establish itself as a model for a high-quality comprehensive institution. Chief among these are:

Outstanding faculty — IUSB has a high quality faculty, with strong academic and scholarly credentials. They are respected in the community and throughout Indiana University. Many of them are active in university-wide activities, and many are scholars of national and international distinction. There is a good mix of older faculty who have grown up with the institution and younger people who have new ideas about how to get things done. It is a collegial group, and there is an atmosphere of mutual respect and good will. There

is a strong shared sense of the institution’s mission to serve the students of the Michiana region through a high quality education that is equivalent to the best that could be had in any institution in the country. The campus maintains a “small-campus” feel with the Indiana University reputation, and it is a place where students requiring additional academic and social support can find the attention they need. Class sizes are generally small, and students have many opportunities to participate in mentored research projects and service learning programs. Besides offering its own student research conference and publications, IUSB annually sends many students to state and national undergraduate student research conferences.

Campus environment – The physical plant and location of the campus, the size and demography of the surrounding community, and its social, political and cultural textures - all are distinctive assets for the IUSB campus. An important part of the community support comes from the IUSB alumni organization, a remarkably strong and large alumni organization for a campus of this size and age. In fact, many of the alumni have assumed leadership roles in the cultural, economic and political life of the South Bend-Elkhart community. There is a strong sense of ownership and pride in IUSB within the community. Further, although the campus is largely a “commute” campus, this is not a “commute community” - the majority of students already live and work in the community and are integrated within it. Opportunities for student internships and placements are strong, and community leaders express eagerness to see them

grow even stronger in the future. As the campus clarifies and extends its commitment to service to the community, the infrastructure of opportunities and good will necessary to allow that to take shape are well in place.

Cultural and artistic life – The campus is an important part of the cultural and artistic life of the area, and this role will grow as the new Activity Center comes on line. IUSB houses an internationally-renowned piano studio, has a resident string quartet, and artists whose work is exhibited nationally and internationally. Music and theater programs are also part of IUSB’s cultural outreach to the community.

Range of educational programs — IUSB has grown from a traditional liberal arts-defined campus to a university with a strong complement of professional and graduate programs.

Business and Education now have the two largest enrollments on the campus. The School of Education, which prepares most of the region’s public school teachers, has NCATE accreditation, and is the only public education school in the region. The School of Business and Economics has AACSB accreditation. Nursing, dental assistance and hygiene, and radiography programs are also present on the campus, as are undergraduate and graduate programs in the School of Public and Environmental Affairs and a graduate program in Social Work. Each of these programs has separate professional accreditation. The Honors Program at IUSB provides top students with an intellectual experience akin to that offered at more costly universities and colleges. IUSB also administers an “Advanced College

Project” that offers the opportunity each year for over one hundred area high school students to acquire college credit. This mix of academic programs is ideally suited to support the kinds of interdisciplinary and applied scholarship that will form the core of the campus’ future in community-based scholarship and teaching.

Students — IUSB serves a diverse mix of students - a blend of adult learners and recent high school graduates, with growing ethnic diversity, which includes Latino-, Asian- and African-American students as well as a diverse group of international students. As the student body has grown and become somewhat more full- time, student interest in the co-curricular as well as the academic life of the campus has increased. The campus also offers a variety of student support services, such as peer mentoring, supplemental instruction, a writing center, summer start-up or “success” programs, and an office for disabled students, designed to help IUSB students succeed in their academic programs. IUSB has gained national attention for its annual “conversations on race,” and the campus diversity office, the office for international students, and the alumni office’s “community links” program sponsor a range of activities involving IUSB students with the community. Student government and clubs provide leadership in organizing social and service activities.

Instructional technology — The IUSB campus has been a leader in the use of educational technology, which in turn has encouraged faculty to incorporate technology into their teaching, research, and service to students and the community. Most aspects of technology at

IUSB are directed by the Office of Information Technology (OIT), which maintains IUSB’s local area networks and provides connectivity through the Internet, SUVON telephone service to institutions of higher education in Indiana, and university-wide linkages. Many of OIT’s educational efforts are supported through a student technology fee, which is dedicated entirely to student instruction. IUSB has a campus-wide technology upgrade schedule, which has promoted technological capacity and equity across the academic and staff units. IUSB also is committed to ensuring that faculty, students, and staff are “computer literate.” OIT has partnered with Continuing Education to offer start-up and advanced instruction without charge to faculty, staff and students. The University Center for Excellence in Teaching (UCET), cited as a campus asset in the recent North Central regional accreditation report, offers continuing technological education workshops designed to improve faculty skills. The Schurz Library also offers assistance in accessing electronic information not only to IUSB students and faculty, but also to any citizen in the region.

OIT maintains and staffs student “open” and instructional labs in every campus building. It is also responsible for technical support for the campus linkage to statewide technology, including IHETS (Indiana Higher Education Telecommunication System that delivers one-way programming) and the newer interactive Virtual Indiana Classroom (VIC) network.

IUSB, through the office of Academic Affairs, is also a sending/receiving site for program delivery, producing a number of courses and programs for the Elkhart “campus.”

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CHALLENGES & OPPORTUNITIES

The upward momentum and strengths of IUSB described in the previous section are significant institutional assets. Associated with many of these positives are challenges and opportunities for future campus leaders as they navigate the campus into a more mature and more sharply focused institution. The context within which this must occur will be one of resource scarcity: unlike most public universities across the nation, IUSB is almost entirely dependent on state and tuition revenues, and there are very few degrees of freedom within the current budget. Maintaining and extending the revenue base through new sources of revenues and continuous growth must be an on-going priority, but improved management of existing resources will also be required.

The pre-search review discussions found a remarkable degree of consensus among the different stakeholder groups about the specific challenges ahead within this environment. These are related to eight recurring themes:

1) articulating and strengthening the distinctive vision of IUSB as a model of excellence; 2) promoting leadership continuity, communication, and governance; 3) encouraging faculty and professional staff development; 4) supporting further student success; 5) maintaining enrollment growth; 6) continuing investments in modernization and technology improvement; 7) increasing community partnerships and improving connections with K-12; and 8) maintaining productive relationships within Indiana University.

1. Strengthening the vision. Like many institutions in the country, IUSB has a history of being defined (by some of its

own community as well as by others) by what it is not rather than what it is: not a doctoral research campus; not an urban institution; not a residential liberal-arts college. The raw ingredients are in place for a powerful shift to a model that is positively defined and affirmed by IUSB, as a campus with a reputation for quality in teaching, scholarship and service to its particular community. Leadership is needed to coalesce this vision and make it the basis for strategic planning including setting goals, making decisions about academic priorities, and using those priorities as guidelines for resource management. IUSB's momentum has been characterized in large part through growth: growth in enrollments, expansion of physical plant, additions of faculty, and additions of new programs. While growth can and should be sustained, it needs to be built around consolidation and improvement of existing strengths and focus on a few strategic priorities. Whether this means growth in graduate programs, or improvement of undergraduate opportunities, or expansion of research opportunities, or new articulation agreements with two-year colleges, or increased outreach to prospective high school students will need to be decided in the future. These do not have to be mutually conflictive priorities, but realistically IUSB will not have the resources to be able to pursue all of these goals equally well. Consensus needs to be developed based on a shared vision of where the best path lies.

2. Leadership continuity, communication, management, and governance.

After two decades of administrative stability, IUSB has had a good deal of turnover in senior administrative positions

in the last seven years. The impact has unsettled the community and fragmented internal channels of communication. This instability has coincided with the physical expansion of the campus from two or three to many buildings, causing faculty and staff to be physically dispersed. These changes in leadership and in the environment have intensified the necessity for improved communication within the campus. This situation also has underscored the need for administrative changes to follow an orderly decision-making process consistent with uniformly applied procedures and well-developed and clearly understood goals for the campus as a whole.

Part of the communication difficulty seems to stem from a weak capacity on the campus for institutional analysis and research. Enhancing such capacity in the future could facilitate the translation of transactional and accounting data into the kind of information needed for strategic planning and decision-making. In an environment of growth and change, institutional data analysis and effective communication are not luxuries but necessities.

Clearly, the leadership challenges ahead must be addressed collaboratively by the campus community through a consultative process involving faculty and community members, as well as the President's Office in Bloomington. As one example, longstanding campus procedures, appropriate for earlier situations, may need review and change. Doing this effectively will require new models of shared governance between the IUSB faculty and administration, and enhanced communication between IUSB and university-wide administrators. It will also require willingness from

all sides to take some risks and to do things in new ways.

Strategic planning on the campus is another case in point. IUSB has a history of approaching strategic planning as a continuous process. There is much to be said for continuous planning in a time of uncertainty and rapid change. However, IUSB now needs to use strategic planning to focus and reach consensus on goals and priorities. This will undoubtedly be contentious, but such debates can only be avoided by side-tracking major decisions. IUSB will not be well served by continuing down this path.

3. Professional development and faculty mentoring. The faculty and senior administrative staff are IUSB's greatest single asset. But the impending retirement of many of the campus leaders means that more attention must be given to preparing the next generation of faculty for campus leadership roles. By all accounts, the recent hires in junior faculty have been excellent: IUSB has been blessed with a talented group of new faculty with great potential to become campus leaders. This junior faculty group needs professional support and mentoring to assist them not just with their academic careers but also with mentoring for campus leadership. UCET does provide extensive orientation and programs to build and document excellence, and enhance teaching skills, but additional attention should be paid to providing opportunities for faculty to participate in national meetings, not only in their professional areas of scholarship but in policy areas important to the campus' future.

The situation of IUSB's senior professional staff somewhat parallels that of the faculty. The high turnover in administration means that more attention needs to go into professional development and into the development of an administrative organization that is flex-

ible and responsive to the increasingly complex needs of a growing campus. Just as development opportunities are needed for faculty, they are also needed for staff, to ensure that they are in the forefront of their fields and able to be leaders for the campus and in the community.

4. Ensuring student success. Most of the students who come to IUSB are highly motivated and eager to succeed. Yet many of them come to the campus with skill and learning deficits that must be overcome for them to succeed. Many do not have good study skills, and have not developed the habits of self-discipline to manage collegiate work successfully. Most of them are over-committed with other priorities such as family and work, and thus these students do not focus fully on their academic work. The relatively high attrition rate, while not atypical for a regional campus, is a reflection of these tensions. While IUSB's faculty and staff are committed to assisting these students, further attention must be given to promoting the best integration of academic and student support to ensure that IUSB students have every opportunity to succeed. In particular, more on-campus work opportunities and more financial aid counseling and support are needed to keep the students on campus and to reduce their need for off-campus employment.

5. Maintaining enrollment growth. IUSB must maintain a modest rate of enrollment growth to sustain its resource base and to mature into the type of campus it wants to be. While enrollments have been steadily rising, there is no guarantee that this upward trend will continue in the future. More attention and support needs to be provided to enhance student recruitment and marketing, strengthening partnerships with local high schools as well as with the business community.

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The growth of the public community college in Indiana could pose a threat to lower division enrollments at IUSB, which would hurt the campus academically as well as in resources. Continued attention needs to be given to the development of enrollment articulation agreements and other kinds of partnerships, not just with the local colleges and universities but also with universities and colleges located in Michigan. The negotiation of such agreements with Michigan colleges has proven difficult in the past, because the state of Michigan does not have a higher education commission, and so reciprocal tuition and other arrangements have to be negotiated on an institution-by-institution basis. However, the clear advantages of such agreements argue for their continued promotion.

6. Investment in Technology and in Equipment. Significant changes have occurred in IUSB campus facilities and equipment. New buildings and renovations have improved space for classroom use, science laboratories, and faculty offices. Equipment allocations for instruction and research remain serious concerns, especially for the sciences, arts, and other areas that depend heavily on expensive instrumentation but have small base budgets for acquisition or replacement. IUSB, like other campuses, also faces the continual challenge of upgrading telecommunications, instructional media, and computing capabilities. These hardware and software requirements also necessitate additional staff support and faculty development.

7. Community Connections. The strength of IUSB in the community is another of its great assets. Thus, the continued cultivation of IUSB's community mission presents another challenge and opportunity for the future. Much has been accomplished in this arena in the past few years, and the unsettling

changes in IUSB's internal leadership seem not to have spilled over into negative perceptions in the community.

Although there have been significant gains in recent years, IUSB's student, faculty and staff populations still do not mirror the ethnic diversity of the community it serves. Building on its diversity programs, IUSB needs to reach and involve community leaders as well as students from the Latino and African-American communities, to ensure their full participation in campus educational and cultural activities.

The key to future success in these outreach efforts lies in extending new models of collaborative partnerships – with community leaders, to provide consultative and collaborative assistance; with IVY Tech State College, to help ensure success for transfer students; with the public schools, to provide continuing education for teachers and to improve academic preparation and college readiness for diverse student groups; and with other academic and non-profit research institutions, to share resources and to expand research opportunities. Models of successful collaborations already exist, such as IUSB's partnership in the alternative high school program in South Bend. The campus was an early participant in the "CONNECT" partnership, which brings together leaders in schools, universities, industry and government. The campus also has the potential to develop into a major cultural center for the area, through concerts, dramatic productions, and sponsorship of community events, "mini-university" programs, and recreational activities. The new Activities Center, the pedestrian mall and the planned bridge across the river make these all realistic possibilities, but a plan, including resources for partnership development, must be designed if IUSB is to realize them.

8. Maintaining good relationships within Indiana University. While IUSB's growth and development have been responsive to the needs of the community, its academic quality, program breadth, and central purposes reflect its Indiana University identity. Through interactions and exchange at many levels, IUSB has developed productive and collaborative relationships with IU Bloomington and IUPUI, as well as with the other IU regional campuses. The Chancellor, Vice Chancellor and other members of the faculty and staff have also been tapped for leadership roles by the President's Office, and consulted because of their expertise in academic areas or program development. Being part of Indiana University has also broadened faculty opportunities. By participating in such all-university programs as the Faculty Colloquium on Excellence in Teaching (FACET), the Office of International Programs, or the inter-campus research initiatives of the office of Research and Graduate Study (RUGS), IUSB faculty have expanded their individual academic horizons and enlarged their circle of colleagues. In the future, supporting such relationships within IU can offer even wider opportunities for both scholarship and leadership. In addition, keeping abreast of and engaged in university-wide policy issues can enhance and underscore IUSB's critical involvement in the future of Indiana University.

IDEAL ATTRIBUTES & SUMMARY

The ideal candidate for IUSB will be an academic with academic values who is committed to the vision of excellence in a comprehensive regional university. Someone who is interested in spending five to ten years building and advocating for a growing campus would be preferred.

The next chancellor should be knowledgeable about national and global trends in higher education, but also have the imagination and capacity to articulate the special purpose and accomplishments of IUSB, including the interest and ability to share this message with many different constituencies such as IU statewide administrators, local school constituents, elected officials, alumni, parents, and business community members. Someone who enjoys navigating through diverse and occasionally conflictive political waters will be needed, which means good listening as well as speaking skills, and the ability to leave avoidable confrontations. The person will need to put his or her primary attention into the role of public ambassador for the IUSB campus - with the local community, partner institutions, IU Bloomington and the Trustees, the legislature, as well as in national forums. At the same time, someone who is able to work within the campus, as the head of the academic and administrative team is needed, a leader committed to diversity, able to articulate goals and define directions for others, and comfortable with delegating to competent and committed associates the multiple tasks of achieving those goals and directions. The next IUSB Chancellor should be one who knows how to be a team player within a vital, multi campus public university. That person should also have the ability and the de-

sire to carve a path toward greater excellence and individuation of identity for Indiana University South Bend.

Summary

When the next chancellor of IUSB takes office in 2002, IUSB will be celebrating its 35th anniversary. In one sense, the campus is still relatively young. At the same time, it is well positioned for future development. The record of its first decades shows IUSB's commitments:

- to student learning and teaching excellence, refreshed by notable scholarship and creative activity,
- to comprehensive academic programs responsive to community and student needs at undergraduate and graduate levels, and
- to a distinguished faculty with a tradition of collegial engagement and shared governance.

IUSB has also established a significant place for itself as a part of Indiana University and as a partner in its intellectually and culturally diverse "home" community along the south bend of the St. Joseph River.

While IUSB's first decades have been marked by a steady expansion of programs, faculty, student body, and facilities, the coming years will pose different challenges which include keeping pace with new educational technologies and changing pedagogies, anticipating and preparing students for productive lives in a global society, maintaining a commitment to and reputation for academic excellence in a time of budgetary constraint, and developing new

faculty leadership. Building on IUSB's existing strengths and strong traditions, the next chancellor of Indiana University South Bend will have the opportunity to make critical choices and chart new directions, setting the stage for the campus future.

The person will need to put his or her primary attention into the role of public ambassador for the IUSB campus - with the local community, partner institutions, IU Bloomington and the Trustees, the legislature, as well as in national forums.

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