

PRIORITY 2. Encourage and Maintain Academic Excellence

In our plan for Indiana University South Bend's future, we envision academic excellence as a standard of performance and attainment within the reach of the largest possible constituency, rather than a standard applicable or available only to a privileged few - a spacious gateway rather than a lonely pinnacle. As a comprehensive public university, Indiana University South Bend has both a mission and an obligation to provide excellence to all its students and to promote and inspire excellence in all its employees (faculty and staff), alumni, and members of the wider community. The recommendations we offer for the next decade are thus far-reaching. They reflect an intention to establish and maintain an institution within which all participants (students, faculty, and staff) are provided with a variety of opportunities that challenge them to excel in their chosen fields.

Our focus is consistent with the "*discovery*" criterion of the Higher Learning Commission-- to engage in a life of learning by providing an environment that supports research, scholarship, performance, creativity, applied practice, and/or other forms of discovery. It is also consistent with the "*student learning and effective teaching*" criterion of the Higher Learning Commission--to assure and advance student learning, recognize and promote teaching effectiveness, and evaluate the currency and relevance of curricular offerings.

Our recommendations are designed to support improvement of scholarly inquiry, creative activity, and service; to identify and support programs of academic distinction, including an expanded program of graduate studies and new general education curriculum; and to refresh traditional instruction through development and application of new learning and teaching strategies and technologies. Achieving these ambitious goals will open the way for other avenues of excellence, affirming Indiana University South Bend's present and future identity as a transformative and engaged campus.

PRIORITIES FOR COLLEGIAL ATTAINMENT

I. Establish and Implement new holistic model of Academic Advising

1. Discuss and develop Holistic Academic Advising model utilizing range of IUSB faculty and staff advisory resources.
2. Develop and implement academic advising workshops for faculty and staff (through UCET).
3. Develop advising assessment mechanism; conduct and review assessments of advising on annual basis - IR office.
4. Recognize and reward advising as faculty expectation (Annual Reports).

II. Academic Assessment "Audit": Identify, Review, and Develop Criteria for Academic Program Priorities, Viability of Existing Programs, and Areas of Excellence

1. Develop standards and policies for review of undergraduate academic programs and future program development in "Academic Master Plan."
2. Develop and implement curriculum and process to assess IUSB's new General Education programs.
3. Develop policies to assess needs, guide investments in, and review success of Institutes, Centers, and designated Areas of Excellence.
4. Interdisciplinary Learning: identify and support potential cross-program collaboration.

III. Development of Graduate Education at IUSB: Graduate Master Plan

1. Develop Graduate Program Master Plan for program development
2. Clarify policies for: faculty teaching qualifications, student admission standards, joint undergraduate-graduate offerings
3. Participate in ongoing review of University Graduate School programs
4. Identify sources of financial aid support for graduate students
5. Develop Hiring plan for Director of Graduate Studies

PRIORITIES FOR COLLEGIAL ATTAINMENT

IV. Expand Support for Research, Scholarship, and Creative Activity Opportunities

1. Create a Campus Research Council.
2. Hire Director of Research and Sponsored Programs.
3. Develop robust IUSB grantsmanship plan with meaningful incentives.
4. Develop competitive grant programs and faculty/staff internships sponsored by community foundations, agencies and local businesses.
5. Maximize and increase internal "seed money" funding; take greater advantage of IU internal funding opportunities.

V. Support Faculty Excellence and the "Scholarship of Teaching"

1. Expand UCET resources and programs
2. Develop a collaborative conversation on teaching and learning with K-12 schools.
3. Provide new incentives for all IUSB faculty to develop teaching effectiveness through teaching awards, sabbaticals and internships.
4. Increase campus support for Scholarship Of Teaching and Learning, (SOTL) including sponsorship of Annual Regional Conference and faculty research and publications.
5. Enhance Faculty Development support and recognition for non-Tenure track Lecturers and Associate Faculty
6. Develop a comprehensive campus plan for endowed chair professorships.

VI. Improve Physical and Organizational Infrastructure and Environment of Excellence: Facilities, Technologies, Administrative Support Services

1. Develop IUSB plan to expand, enhance and equip campus facilities: classroom, laboratory and studio facilities for teaching, learning, research, and creative activity.
2. Create IT plan to update, improve, and maintain classroom, studio and laboratory technology, including "technology desks" in all classrooms.
3. Develop faculty and staff leadership potential through self-assessment, leadership and performance enhancement programs on and off campus.

PRIORITIES FOR COLLEGIAL ATTAINMENT

VII. Expand Academic Enhancement Opportunities for all Students

1. Serve as a bridge between high school and college: foster high expectations for prospective IUSB students through community workshops, campus visits.
2. IR in-depth study of match of student developmental needs with IUSB resources and curriculum.
3. Develop and expand impact of Honors program and Undergraduate Research (SMART) through staff, faculty advocacy, participation, and recruitment efforts.
4. Involve faculty, staff, alumni, and "Student Ambassadors" in mentoring programs.
5. Reinstate "ASPIRE" program to encourage IUSB undergraduates to prepare for graduate school and competitive fellowships.
6. Strengthen assessment of student outcomes and link to program improvement

VIII. Develop "scholarship of engagement" teaching strategies to encourage active, self-directed, intentional learners

1. Employ the diversity and the community connections of students as a learning tool in all programs. Develop campus link to American Democracy Project (ADP).
2. Encourage faculty participation in regional and national conversations on "the scholarship of engagement" through workshops, colloquies, and conferences.