

**Vice Chancellor Guillaume's  
SENATE SPEECH, September 17, 2004**

*Introductory Comments*

Good morning! I hope that you are as happy to be here as I am! Now that census figures are official, we can rejoice! Our student headcount is the fourth highest ever and our student credit hours reached the highest level in our history. But the early summer months did not begin so rosilily. If the Chancellor's cabinet had designs on lazy, hazy days of summer, those ideas faded quickly. Early enrollment forecasts were ominous. Faced with irrefutable evidence that enrollments would fall below projections, the chancellor galvanized her cabinet and the enrollment management committee in a series of strategic and targeted actions that, to great satisfaction, reversed this downward trajectory. As the numbers indicate, we prevailed. Many of you joined in the Herculean efforts to recruit, advise and register students. I thank all of you, the deans and countless faculty and staff, who contacted students by phone or e-mail, encouraging them to register. Special thanks, too, to the Student Services staff who worked tirelessly over the summer assisting students, particularly during orientation days, with registration, advising and financial aid. It was the finest example of teamwork and resolve that I've experienced at IU South Bend. So, those editorial comments aside, welcome back to another grand year at IU South Bend!

Many of you know Parker Palmer's book, *The Courage to Teach*. For the last several years, it has been a feature of UCET's Teaching Circles where faculty gather to discuss the book and to share comments about teaching. It is typically given to new faculty in their orientation to the university. In the introduction to this classic work, Parker proclaims happily: "I am a teacher at heart, and there are moments in the classroom when I can hardly hold the joy." I remember experiencing this same elation, as certainly you are, now that you are back with your students after a long summer absence. But in continuing this thought, Palmer later laments, "But at other moments, the classroom is so lifeless or painful or confused – and I am so powerless to do anything about it – that my claim to be a teacher seems a transparent sham." Oh, yes, my memory of teaching days like that is a tabula rasa !! Nevertheless, I am confident that just after three weeks in the classroom; your students are hanging on the precipice of your every word.

*Strategic Plan and Self-Study*

This year as in any year, there is important work to be done within Academic Affairs. Our recently adopted strategic plan, *Gateway to Excellence, Bridge to the Future*, will be submitted by January to the Higher Learning Commission. Lest we think our work done, our strategic plan bridges our last re-accreditation and our next in Fall 2007. In the interim, we must now begin an earnest implementation of the strategic priorities. The deans and I spent the summer developing three year-unit plans and have already begun to align our activities and goals with these strategic recommendations. The next critical step toward re-accreditation is self-examination, commonly called, the self-study, that precedes our Fall 2007 visit by the Higher Learning Commission. Eileen Bender and Becky Torstrick have graciously agreed to co-chair the self-study; Linda Fritschner will provide administrative support. As we did with the strategic plan, teams of faculty, staff, students, alumni and community friends will be formed around five standards. Each standard has been assigned two faculty co-chairs and one administrative support person. They are: Mission and Integrity: Linda Fisher, Lyle Zynda and Alfred J. Guillaume, Jr.; Planning for the Future: Peter Bushnell, Cindi Sofhauser and Bill O'Donnell; Student Learning and Teaching Effectiveness: Sara Sage, Nancy Colborn and Lynn Williams; Discovery: Margaret Scanlan, Andy Schnabel and Salina Shrofel; Partnership: Bruce Wrenn, Sushma Agarwal and Ilene Sheffer. Next week, I am convening a meeting of the self-study team to plan our work for the next three years. I am counting on your active participation when one of the co-chairs asks you to serve.

### *Mission Differentiation*

On October 6, we welcome Vice President Charlie Nelms and Chancellor Emeritus F.C. Richardson. They will engage us in dialogue about Mission Differentiation and will explore with us the singular qualities that set this campus apart. I am confident that their visit with us will be productive and that they will leave with a fuller appreciation of our teaching, scholarship and service mission.

What will they learn about our distinctiveness? How will they differentiate our identity from others? I read recently an engaging book by David Kirp, *Shakespeare, Einstein, and the Bottom Line: The Marketing of Higher Education*. Kirp presents interesting perspectives on how universities define themselves and how they choose images (pictorial and written) as representation of their brand. He profiles universities as diverse as the University of Chicago, Columbia, the University of Southern California, the University of Michigan, the University of Phoenix and DeVry University, among others, and examines the messages and images each uses to woo students. The author analyses in studious detail how each university's brand tells its story. And though extensive commentary of his methodology is not appropriate here, I will admit to being struck by his sagacious arguments that the university's brand is a critical marker that defines its values and how it wishes to be perceived. He examined extensively promotional materials such as view-books, paying particular attention to images and textual messages. He noticed a plethora of images of happy students frolicking on lush green lawns. For these universities, the push to enroll students was the determining motive. The University of Chicago, on the other hand, less concerned about filling classrooms, purposefully promoted a different image as its brand. Its marketing strategy evoked academic rigor and the life of the mind. Instead of interests waning, applications increased and the quality of applicants rose. Its not so subtle message: Academic laggards need not apply. Clearly the University of Chicago is not apologetic about its high standards.

As we think about mission differentiation, we must first begin to think of stellar illustrations that differentiate our campus. I begin naturally with the strength and breadth of faculty research and creative activity. The world renown Toradze Studio and the Avalon String Quartet are clear examples. Recent international acclaim of faculty scholarship include Fred Naffziger's extensive commentary on BBC, NBC, NPR, the Wall Street Journal and the NY Times regarding the Catholic Church's bankruptcy crises; Ilan Levine's cutting-edge research on astroparticle physics, Andy Schnabel's work with pollen in an East African community and the groundbreaking discoveries about petroleum by distinguished scientists led by Henry Scott. And many others can be added to the list.

What other messages will we convey to our visitors on October 6? What will we say to them about our values? For me to answer that effectively, I must first take a slight digression and reflect on my own academic values and explain how I came to a career as teacher and scholar. From an early age, I was fascinated by the world of ideas. Books were constant companions, and the more I learned, the more I wanted to know. Does that sound familiar? Or maybe I am describing the curious intellect that I want to see in every student who comes to the university to explore the infinite possibilities of discovery.

If what I'm reading in the tenure dossiers about teaching philosophy is accurate, then I'd like to think that students come to IU South Bend precisely because they want to develop fully the life of the mind. I'd like to believe that our brand attracts such students. I'd also like to think that every student leaves this university with a firm grounding in the arts, letters and sciences, that every student in his/her chosen profession exercises critical and analytical judgment informed by an integrated body of knowledge. I'd like to think that every student enters the workplace poised and confident in written and spoken language, that he or she embraces possibilities, eager to pursue inquiry and discovery, that she or he thinks globally and views the world as his or her community. This is the IU South Bend I want to tell our visitors about. This is what distinguishes IU South Bend.

Moreover, I want our visitors to also appreciate our potential as a comprehensive university, serving its public in unique and varied ways in undergraduate and graduate education. I want our visitors to know the quality of our faculty, the distinctiveness of our educational offerings, the extensive involvement of students in collaborative research with faculty, the attentiveness to student development through faculty and staff advising. I want our visitors to realize our potential as a residential campus with a full complement of student academic and social support services. Additionally, I would like our visitors to see us as a “communiversity,” that the community and the academy are one. I want them to see the intensity of our involvement in service learning, volunteerism, and community outreach. I want them to appreciate our collaborative partnerships with the municipal governments in our region, the for-profit and not-for-profit agencies, and with K-12 and other institutions of higher learning. These are our strengths. I know that you will speak earnestly and, and perhaps with more eloquence, about the distinctive qualities of IU South Bend. I am confident that IU South Bend will fare well in this process. Mission Differentiation is our opportunity to tell our story; it’s a wonderful story, the key is to market it well.

For me, a key component of a good university education is the integration of knowledge. I was reminded of this over the weekend at an Informatics conference that I attended with several of our colleagues from computer science. I found the topics of discussion fascinating. Imagine for a moment a French professor learning about musical informatics (of which I was thoroughly enthralled), bio-informatics (which I confess I found little relevance to nineteenth century romantic poetry) and the legal, political and economic implications of Informatics as a discipline. (This latter session intrigued me and whetted my appetite to learn more). But what I really came away with was this image of Informatics as a metaphor for interdisciplinary thinking. That metaphor particularly resonated with me when one of the presenters, speaking about complex systems, made an oblique reference to a book by Edmund O. Wilson, *Consilience*. It is a book that I cherish. It addresses in the most expressive prose how science, technology, the arts, literature, the social and natural science inform each other and become one body of knowledge. When I initially convened the general education task force, I gave each member a copy of this book to inform their thinking about general education at IU South Bend. The committee did its work expertly; I am convinced that our new general education curriculum will be a hallmark of an IU South Bend education.

In synthesis, I hope that what’ve I’ve outlined as the special character of our university bears some resemblance to the university you would describe to our Mission Differentiation visitors. My hopes for IU South, and what I believe it really is, mirror what Mr. Thomas Jefferson envisioned for his beloved University of Virginia, “ a place where professors and students with diverse interests coming (come) together in a single open space to pursue and create knowledge.”

#### *The American Democracy Project*

This academic year marks the inauguration of the American Democracy Project on our campus. This partnership with the American Association of Colleges and Universities, the Carnegie Foundation, the NY Times and with over 190 colleges and universities is off to a grand and auspicious start. One of the widely accepted aims of a university education is to provide the student with the intellectual formation of mind and character to function effectively in a democratic society. The American Democracy Project, a non-partisan learning activity, promotes individual responsibility and encourages active and sustained participation in political and civic affairs. The response to this campus-wide effort has been stupendous. Faculty and staff from across the university have organized many activities related to our campus theme, *Media and Democracy*. I am deeply indebted to Elizabeth Bennion for her leadership of the American Democracy Project, to Ken Smith for his innovative development of the ADP/blog, and to Julie Elliott for the One Book, One Community initiative to discuss *War Is A Force That Gives Us Meaning* by Chris Hedges. Mr. Hedges will visit IU South Bend in March. If you have not visited the ADP website or listened to the political and social commentary by our faculty on WVPE, I strongly encourage you to do so. You’re in for a fine treat.

Each of these activities is designed to bring us together as a community of scholars and learners. The Table Talk series about war, media, and democracy promises stimulating dialogue. Several prominent speakers have been invited to campus; among them, Arun Gandhi, the grandson of Mahatma Gandhi and Beth Loffreda, who will address the issues of media and a community's response to the homophobic murder of Matt Sheppard.

*Other Tasks (Honors, International Programs)*

Within academic affairs, there are other activities that are a bit more mundane, yet important. This fall faculty committees are engaged in assessment of the Honors and International Programs. Their task is to examine critically each program and offer substantive, recommendations that strengthen academic integrity. Within honors, particular attention will be given to program structure, retention and increased numbers of graduates with distinction in Honors. Within International Programs, interest will be devoted to increasing the number of students who study abroad. Helpful in this direction are two newly approved summer programs, London and Paris seminar, developed by Joe Chaney and Lesley Walker, and the European Union Study Abroad Program developed by Neovi Karakatsanis.

In her remarks at the All-Campus meeting, the chancellor mentioned my on-going work with faculty and deans to enhance the summer school experience for both students and faculty. We are on track and will submit our findings to the chancellor by October 1. One of the anticipated changes will be the twelve week summer session in lieu of the traditional two six week and mid-summer sessions. Such a structure will provide wide latitude and flexibility in developing program offerings.

*Administrative Searches*

Critically important administrative searches underway are the Dean of Liberal Arts and Sciences and Dean of the School of Business and Economics. We will begin shortly a search for the Associate Vice Chancellor of Academic Affairs and the Director of the Extended Learning Center. This center puts under one umbrella Off-Campus Programs and Continuing Education. An immediate task for the Elkhart Center is the expansion of course offerings. I will work with the deans to produce a more systematic approach to the curriculum that allows students to make substantial progress toward degree attainment. As you already know, the chancellor has been working diligently with the Elkhart community to enhance our presence there.

By now many of you have already met our new Associate Vice Chancellor for Graduate Programs and Sponsored Research, Salina Shrofel. Salina has been busy meeting with many of you individually to determine your interests and goals. Her initial tasks will be to assess our capabilities for increased external funding and to evaluate our graduate programs. And since the recent enrollment declines in graduate programs is of concern to the colleges, immediate attention will be given to strategies for recruitment and retention.

In conclusion, I'd like to thank the members of the Academic Cabinet for their dedicated work with faculty and staff and for their support of the work that we collectively do in Academic Affairs. We work well as a team. I also thank the chancellor and the members of her cabinet for their support in assuring the primacy of our mission: teaching, research and service. And finally, I wake up each morning, eager to come to work with the finest faculty of any university, for whom it is an honor to serve. Best wishes for a superb year!!

Alfred J. Guillaume, Jr.  
Vice Chancellor for Academic Affairs