

**16 October 2009****Indiana University South Bend****TEN-YEAR RETROSPECTIVE: THE PAST, THE PRESENT AND THE FUTURE**

State of Academic Affairs Address to the Academic Senate

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My address to you this morning is a reflection of our university within the last ten years, who we were then, who we are now and our aspirations for the future. This chronological march of time has been about community building and relationships; leadership working in tandem with faculty to build foundations of excellence in teaching, research and service. Woven through these last ten years are stories of engagement; the engagement of a community of scholars dedicated to the advancement of knowledge in pursuit of academic excellence and the engagement of our university with the region in fulfilling its public mission of service. In my view, the last ten years have been an incredible journey of active listening, envisioning, planning, a period of shared dreams and hopes coalescing into collective action. The last ten years are more about the future than the past. It's our time together, and it's a wonderful journey!

Ten years, how quickly they have passed. The lover of poetry within me can't resist the lament of the seventeenth century poet, Nicolas Boileau, in his recollections of a distant time: "Le temps fuit, et nous traîne avec soi. \ Le moment ou je parle est déjà loin de moi." (Time flies and draws us with it. The moment in which I am speaking is already far from me). Likewise, I invite you to consider the future to which the past transports us.

I first arrived as a candidate on a cold dreary March day; the campus appeared bleak; the mall with its sapling trees appeared lifeless and desolate. Yet there was a glow of anticipated hope in the faces of those whom I met. The campus community beamed with pride; its new mall, a relatively new academic building, and a library not long constructed evoked a future of growth and prosperity. Added to this optimism were the expectations of additional construction: a student activity center, a bridge, housing, and renovated quarters for the School of Education. Ten years later, and under the leadership of a different chancellor, much of it is done. No doubt, we're perceived in our region as a respected university, more advanced in our capabilities to deliver first-rate academic programs, more anchored in our mission as a public, regional, comprehensive university serving our region.

What I quickly learned during the first months of my tenure here was that I had come to a place where the faculty and staff had an unapologetic confidence in this university as a center of distinction in teaching and learning. The foundation for excellence had already been laid by former Chancellor Lester Wolfson. My task, as I understood it, was to continue that rich tradition of hiring outstanding faculty, of creating effective academic programs, and to build for the future a framework of academic excellence unparalleled among public regional universities. I also understood that to accomplish this necessitated active engagement with the faculty.

My own formation and preparation for the tasks ahead actually began at a different time, in a different place. As an undergraduate in an interdisciplinary first-year learning seminar that brought together art and music, philosophy and logic, ethics and social thought, coupled with readings in literature, history and theology, I learned how all knowledge is inextricably linked in what E.O. Wilson coined as *consilience, the unity of knowledge*. This idea that the physical and social sciences integrated with arts and humanities leads to broader understanding of our human condition and the world in which we live shaped my scholarly and academic life, and remained at the core of my work as an academic administrator.

Perhaps then it was through providential design that I began my tenure tackling three critical tasks: revision of general education, institutional re-accreditation, and strategic planning. My charge to the general education committee, under Jerry Hinnefeld's tutelage, was to plan a curriculum that would develop habits of mind. It meant preparing students to enter a global community, providing them critical and analytical thinking skills to understand the intimate relationship between science and the humanities, and to know why such knowledge is important to human welfare. Essential elements included inter- and cross-disciplinary approaches that would facilitate student appreciation of the rich diversity of global civilizations, and in so doing better know themselves and their responsibilities as citizens of a global community.

Broad consultation and consensus were equally necessary in writing our self-study for re-accreditation, *Reaching New Heights*. And although, at that time, there were troubling issues that divided us as a campus community and threatened our future growth, we received re-accreditation, but not without admonitions for specific changes in operational organization and behavior. The aspirational allusion of our self-study was carried over to our strategic plan, *Bridge to the Future*, a metaphor for the anticipated bridge across the St. Joseph River leading to student housing. Several years later, with a new chancellor, the cycle of strategic planning and re-accreditation began anew. This time the results were sterling. We received commendations for the progress we had made institutionally. The strategic planning now underway, under the rubric of environmental scanning, will produce more measurable objectives and targeted action. All of this underscores how we as a community of scholars and learners aid in charting our university's future.

But we are not alone in determining what kind of university we will be. As a regional campus, our identity and image are closely aligned to Indiana University. It's a curious alliance; while we hold fast to the IU brand, we adamantly insist on carving our own unique identity. Over the last ten years there have been several IU initiatives that give regional campuses opportunities to shape their institutional profile. These included Mission Differentiation, Trustee Initiative to reduce dependency on associate faculty, Commitment to Excellence and Degrees of Excellence. Although each provided enormous fiscal benefit to the campus, their long-lasting impact in shaping the campus' future is still undetermined. No doubt, we appreciate the tangible, and even not so apparent benefits, accrued in added fiscal resources

and in the development of human capital. Each of these initiatives provided extraordinary opportunities to engage the campus community in re-imagining and in re-shaping the future.

But if we are truly committed institutionally to excellence, we must recognize that it begins with the quality of the faculty, full-time and part-time. That excellence requires a proportional balance between part-time and full-time. When I arrived there were 185 tenured or tenure track faculty representing 75% of the full-time faculty; the most recent official data in 2008, indicate there are 184 tenured or tenure track faculty, or 65% of full-time faculty. Balance also includes gender and ethnic diversity. In 1999, 45% of our tenured/tenure track faculty was female; today that percentage is constant at 45%. Progress has been made in minority hiring. In 1999, 12% of our faculty were from underrepresented groups; today the percentage has grown to 20%. Although promising at one level, these data indicate that there is still considerable work to be done. If IU South Bend is sincere in its aspiration to be one of the premier Midwestern regional campuses, additional resources must be directed to counterbalance a high dependency on associate faculty and lecturers by creating more tenure-track lines; and we must continue to be strategic in diversifying gender and ethnic representation.

Essential as these things are, a major component of our university's success is communication. Without open and uninhibited exchange of ideas, little, if any, progress can be made toward a shared vision and agreed upon plan of action. In the fall of 2000, I began *VCAA News* as a bridge to increase communication between administration and faculty. These notes include information about current events and colleague accomplishments, and as an added value, are provocative, sometimes, whimsical reflections about life as chief academic officer. These monthly musings keep me in sync with my inner self and invite engagement and conversation with all of you. I appreciate the occasional responses I receive. As a natural step to our campus' willingness to engage, I initiated the idea of *causeries*, extended conversations among faculty, staff and administrators about burning campus issues. These *causeries* at my home, begun with our most recent self-study for re-accreditation, have now become a campus tradition. A campus needs this kind of tradition.

The joy of my work as academic vice chancellor is this engagement, this building of community that allows me to plant ideas as well as to listen to the ideas of others. Amazing things have happened in this process. The beauty of leadership is not in the doing alone, but in the doing together. Conversation and dialogue gave birth to the American Democracy Project, the One Book, One Campus, the themed year, the VCAA Reading Group, the Civil Rights Heritage Center, the Natatorium, the Academic Connections, the U100 linked courses, the annual campus recycling, the Center for a Sustainable Future, the Wolfson Press, the Lundquist Alumni Society, Direct Admits and faculty advising, the Professional Advisors' Committee, Transitions with Ivy Tech, the Hammes Information Commons and the Dorene Hammes Media Commons and Café. The list includes as well new opportuni-

ties for overseas study and engagement (Toulon Faculty Exchange, the Eichstaett exchange in Germany, Spring in Costa Rica, the European Union Seminar, the Paris-London Seminar, Street Photography in Florence, the music conservatory in Spain and the Western Galilee exchange in Israel). What an impressive list! And during that time we have tripled the number of students per year studying abroad! Do you realize how rich these traditions, our traditions of communication are here on this beautiful campus? My style of leadership has been to open and facilitate dialogue. This is what is good about our campus, a willingness to engage. Each of the projects I just mentioned was first conceived by ponderous questions and communal interaction: How do we create opportunity? What are the complementary activities that enhance intellectual inquiry and promote excellence? How do we develop habits of mind? How do we connect and transport knowledge? How do we nurture citizenship and societal responsibility? In what ways can we connect our university to the larger society? How do we address community need? In what ways do we instill tolerance and acceptance as a campus value? Concern for human welfare? All good questions to which there are no definitive answers. However, the fulfillment I gain in my work is precisely this engagement, this partnership with faculty in seeking answers and imagining what could be and how to make it happen. Imagining possibilities pushes us toward excellence and allows free rein to mold our educational programs and shape curricular and co-curricular activities that enhance our academic mission. Look around you in this room; undoubtedly you have partnered with one of your colleagues in some activity that pushes this university to greater heights.

Concomitant with the learned community of engaged scholars, great public universities seek ways to engage the public it serves. We do this well at IU South Bend through a multiplicity of activities including our arts and culture programming, through our seminars and public lectures, and through personal and professional enrichment courses. But we do more. We engage our community in dialogue about the critical issues facing our world today. A prime example is our on-going work with the Natatorium project. At one time, an object of hate and scorn because of its troubling past of racial bigotry and isolation, the building as the home of the university's Civil Rights Heritage Center is a beacon of hope, understanding and reconciliation between communities. Its anticipated programming of educational outreach to area school children, its oral history project, its Midwest black history curriculum development initiatives with the school corporations, its association with neighborhood groups and churches all portend an engaged community with its university. Another example is our Center for a Sustainable Future, whose engagement with business, civic, and other educational institutions, is tackling one of the major socio-economic issues of our day. I fondly call this kind of engagement a "communiversity," where ordinary people, business and civic leaders and intellectuals form a bond, united as a community, to serve our region.

These last ten years have marked a period of tremendous change and growth for IU South Bend. We have much to be proud of. Our physical campus is more beautiful than ever, and

will be transformed even further with the soon to be renovation of the Associates building. The spindly trees have reached maturity, bursting in glorious color in spring and fall. Our academic programs are growing; since 1999, we've instituted 15 new degrees and 35 certificates, diplomas and concentrations. All added to provide more opportunities for our students. Our centers have potential to become centers of excellence and hallmarks of scholarly attention to our university. Our faculty continue to remain highly productive as scholars and our sponsored research continues to increase. These concrete and measurable benchmarks affirm our success. Accolades aside, our work is not over. I have consistently nudged us, perhaps *ad nauseum*, to consider what a great university looks like. Great universities are nimble, generating new knowledge, experimenting with fresh ideas and novel concepts, seeking and discovering, like the ebbs and flows of a river's tide, renewing itself, responsive to the broader world community, always seeking, questioning, always envisioning, and willing to take risks. We can be that great university within the next ten years. Allow me the indulgence to imagine that future.

I envision named schools in Business and Economics and in Education. Our Raclin School of the Arts will be accredited and the premier cultural arts center east of the Mississippi among regional universities; the School of Health Sciences, working with the region's health care providers will double the number of graduates in nursing, dental, and medical imaging. The educational anchor of our university, the College of Liberal Arts and Sciences will be renowned for undergraduate research, preparing students for graduate and professional schools, for its impact in the dissemination of knowledge in the sciences and the humanities, and will have distinguished professorships in each of the major divisions of the college. Our science programs will have state-of-the-art teaching and research laboratories. In response to the growing need for social welfare services in our region, I anticipate growth in our Social Work program with an added degree at the baccalaureate level. Our library will continue as a leader in integrating the new technologies with active learning. As a centerpiece of the university's architectural aesthetics, the library will receive new aesthetic acclaim in an expanded building. Our university will be widely known for its leadership in the green economy, in curriculum development as well as in social action. The university will be widely recognized as a leader among regional campuses in distance education, providing access and opportunity to students across the region. I imagine a university known and recognized for its retention strategies and graduation rates, for its programming in diversity and international education, and for its successes in graduating minority students. I envision an expansion of graduate programs that will draw students from across the Midwest. The university will be known for access and opportunity for non-traditional students. I see students from across Michiana and throughout the state choosing IU South Bend for the opportunities to engage with faculty through mentoring and undergraduate research. These students will come because of the enormous capacity for personal growth and career attainment through participation in the university's centers of excellence in sustainability, in entrepreneurship, for opportunities to become intellectually engaged through

the One Book, One Campus, the Civil Rights Heritage Center, the American Democracy Project, first-year learning themed seminars. I anticipate a university whose engagement with its region is a hallmark of its mission; the opportunities abound through programming in the Natatorium, through the extension of the Arts in Elkhart, through the leadership of the School of Education in K-12 education in the region and statewide, through faculty consulting and volunteerism.

These things are doable within the next ten years; it requires that we as a campus community commit ourselves to engage one another in open and respectful dialogue, that we be receptive to new, and perhaps risky ideas, and in the end, that we be flexible, nimble, adaptive and willing to accept change. Why does change matter? We don't just want to accept change, we want to be interested in change because it keeps us vibrant, fresh, alive.

Always the optimist, I am hopeful. I am a realist as well. As our recent environmental scanning has taught us, challenges and obstacles loom, and they may alter our self-direction. Principal among them is the increased public concern about retention and graduation rates. External agencies like the Indiana Commission for Higher Education in its document *Reaching Higher* has taken the initiative to direct a course for higher education that may not be universally welcomed, but will most assuredly impact educational delivery. Recently, we were directed to eliminate associate degrees and we complied. Now we must move toward elimination of developmental courses and leave remedial education to the community colleges. Again, sentiment varies about the prudence of such action, but that transition is made easier through many years of collaborative work with Ivy Tech in assuring seamless transitions in educational delivery. There is growing conversation that there should be a uniform standard of general education among public universities; we are already aware of the very popular push for early college and dual enrollment. Receiving traction is the notion that changes be made in the educational training of elementary and secondary school teachers, by eliminating, or reducing, courses in pedagogy. These are just a few examples. I mention these not to make judgment but to encourage us to participate in the public discourse about them. We can ill-afford to allow public policy debates to shape our institution without our participation. It's an opportunity for us to engage with those external factors and be part of that broader dialogue as we re-make ourselves.

In closing, let me thank you, the faculty, foremost, for the wonderful opportunities for engagement as we have collectively sought the means to advance educational excellence. Second, I'm appreciative of the wise counsel and advice extended by my colleagues on the Academic Cabinet, and my devoted office staff; ours is a team that willingly collaborates, is unafraid to challenge and does so with honor and respect. Third, a special gratitude to the chancellor and her team who labor in support of the academic vision that sets IU South Bend apart.