

**Encourage and Maintain Academic Excellence  
Task Force Report**

***DRAFT***

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**Defining the Topic**

In 1997, the Academic Senate of IUSB adopted four campus priorities, one of which was to “Develop and support excellence in programming”. To achieve this priority, the campus pledged to do the following: 1. *Encourage and support excellence in learning through the refinement of traditional teaching methods and the use of new strategies of learning*; 2. *Support the improvement of teaching, research, service, and creative work*; 3. *Articulate the mission of each school and campus*; and 4. *Support programs that have demonstrated a high quality of achievement, or are central to the mission of the campus*. In setting these priorities, this campus mirrored priorities established for Indiana University as a whole, as laid out by President Brand in the January 1996 “Strategic Directions Charter: Becoming America’s New Public University”. In this document, President Brand spoke of the need for Indiana University to provide opportunities for all students based on their abilities and motivations (not their family wealth) and to empower all individuals at the institution to excel at what they do—students, staff, and faculty.

One of the most difficult tasks this taskforce faced was in defining what is meant by “academic excellence” in the context of strategic planning for IUSB. Early discussions covered the areas of standards (admissions criteria and grading), of remediation and its effect on excellence, resource availability, and assessment (different, non-comparable systems exist across the campus for measuring excellence within particular programs). It might appear a matter of ease, almost common-sense, to define what is meant by excellence. Students, faculty and programs are excellent in so far as they out-do all others. Excellence in this model is available to only a select few who manage to out-compete all others in their field. Applied to the university as an institution, this would suggest that only a small percentage of students, faculty, and programs would be deemed excellent.

IUSB, however, is a **public** university and as such, has an obligation to provide excellence to all its students and to promote and inspire excellence in all its employees (faculty and staff). Our task, therefore, becomes redefining how we conceive of excellence such that we meet the needs of the largest possible constituency rather than promoting the careers and agendas of only a privileged few. We believe this can be accomplished by focusing on establishing and maintaining an institution within which all participants (students, faculty, staff) are provided with a variety of opportunities that challenge them to excel in their chosen fields.

Such an approach would be consistent with the Discovery criterion of the High 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—as well as meeting elements of its criterion for student learning and effective teaching--the organization assures and advances student learning, recognizes and promotes teaching effectiveness, and evaluates the currency and relevance of its curricular offerings.

One of the key tasks that we will need to undertake in this next year is to launch a campus dialogue on this issue of how we, as an institution, will choose to define “academic excellence”—in the process, we will be defining the unique identity of our institution. It became clear during our situational analysis that some current programs and policies on campus serve to reinforce the model of excellence as a scarce commodity, possessed by only a select few, while other programs and policies seek instead to develop the ability to excel for a much wider set of participants.

### **The Context (National Trends, IUSB history and background)**

As we embark on creating a strategic blueprint for the new millennium, there are a number of issues and trends in higher education that will affect our future growth and development as an institution. To begin with, institutions of higher education are themselves increasingly in competition with one another for the best students, the best faculty and staff members, and for resources (government and private) that are becoming scarcer. This competition provides both opportunities and challenges for our campus.

Children from middle-income families are applying to four-year colleges in ever greater numbers. As Robert Reich noted in The Chronicle of Higher Education in September 2000 (“How Selective Colleges Heighten Inequality,” p. 70), “Two decades ago, bright high -school seniors with good records typically aimed for the best university in their state or region. But rapidly improving technologies of information, transportation, and communication are on their way to creating a single national, and eventually global, market for higher education.” As the competition to get into the same set of selective institutions has increased, acceptance rates at those institutions have been declining. For example, Stanford accepts only 13 percent of its applicants now while 20 years ago, it accepted 19 percent. Prestigious state universities have similar patterns. The University of Michigan at Ann Arbor has seen a decline in the rate of acceptance from 72 percent to 59 percent over the same interval; at the University of California at Berkeley, acceptances dropped sharply from 70 to 28 percent. Reich highlights another element of this competitive spiral: the increase in college attendance rates among young people is almost totally attributable to children from middle and upper income families. “As the economist Thomas Kane has noted, from 1977 to 1993, about 70 percent of 18- and 19-year-olds from families with incomes in the top quarter attended postsecondary institutions, and that percentage has been rising since then. Slightly more than 50 percent of children from families in the second-highest quartile attended, and 50 percent of children from families in the quartile below that did so. But less than 30 percent of children from families in the bottom quarter enrolled in postsecondary education -- a percentage that has been dropping since 1993, even as college enrollments among more affluent students have been rising.”

Birthrates in Indiana were at their lowest level in 1987 at 78,515; they have been higher every year since then, ranging between 82,000 and 85,000. Students born in 1987 will be 17 in 2004; in each year after this, our pool of potential undergraduates will be substantially larger. In 2000-01, about 68% of Indiana public high school graduates were pursuing some form of higher education. In our recruiting area, however, a number of smaller, more rural school districts have even lower percentages of students going on to college (ranging from 41% in Culver to 64% in Goshen and Bremen). By targeting our recruitment strategies carefully, IUSB should be able to capitalize on the above trends and continue to grow enrollments. In our regional environment, we face increased competition from our traditional local rivals (Bethel, Lake Michigan College, Southwestern Michigan College) as well as a potential threat due to the growth of the public community college system in Indiana. We could strategically exploit this situation by strengthening our upper-level and graduate offerings and by negotiating more articulation agreements and partnerships with both local two year colleges as well as those in Michigan.

As higher education is perceived by society as a business like all other businesses, students have begun to interact with institutions as consumers purchasing a product. They demand better service, less bureaucracy, and a quality education at a reasonable price. Those institutions of higher education that are funded through taxpayer support have come under increased scrutiny in terms of accountability to those students and to members of the general public who see themselves as our “employers”. (Private institutions appear to be more buffered from these demands.) Demands for accountability come at the same time that financing from public budgets is declining. In 1982-83, state of Indiana contributions accounted for 64% of the Indiana University budget; in 2000-01, this figure had declined to 53%. This trend, what some commentators have called the “privatization of public higher education” is unlikely to change in the foreseeable future.

Our students will be entering a work world that will demand of them greater technological sophistication, global consciousness, and tolerance of diversity than was expected from preceding generations. Our curriculum must change in order to keep up with the broad changes that are occurring as we move from an industrial to a post-industrial, service and information-based society. All of these changes have implications for developing and promoting excellence on our campus. Our current move to transform the general education curriculum across the campus is an important first step in bringing a new vibrancy to our campus.

In Foundation for the Future, the Campus Directions Committee noted that IUSB has been largely defined until now by what it is not: not a doctoral research institution, not a residential liberal arts college, not a purely urban institution. It is time to carve out what we **are** as an institution. “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” (Foundation for the Future, p. 6).

## **The Planning Territory**

In exploring what we currently do on campus to encourage and maintain academic excellence, we chose to focus on three areas for our situational analysis: 1) Excellence of Programs: standards, goals, assessment and accreditation reports; 2) Student Excellence:

recognition, incentives, support for excellence (SMART, departmental/divisional student awards, other opportunities to excel); and 3) Faculty Excellence: recruiting, developing, and retaining excellent faculty (support for research, scholarship, teaching, service, role of UCET). These initial foci need to be expanded to include attention to staff excellence and to the role of graduate programs on campus as we move forward with our analysis. In addition, there is considerable overlap between our taskforce and the Student Learning Taskforce. We recommend that we coordinate our efforts so as not to duplicate effort.

### **Information Gathered**

Sources: IUSB 2000-2002 Undergraduate Bulletin; IUSB 2001-2003 Graduate Bulletin; IUSB Website; IUSB Update, Foundation for the Future: Preparing for New Leadership (CDC report to the Chancellor's Search Committee, October 2001); Image Study Indiana University South Bend (Carnegie Communications LLC); departmental communications; Indiana Campus Profiles: Descriptions of Indiana's Public Postsecondary Campuses, February 1998, Indiana Commission for Higher Education; FACET Fact Sheet; IUSB NCA Self Study; *The Teaching Excellence Report: Indiana University South Bend*; Self Study Reports and External Reviews/Accreditation Reports; Indiana State Department of Education website (<http://ideanet.doe.state.in.us/htmls/education.html>); Indiana University Fact Book 2001-2002 (<http://factbook.indiana.edu/fbook01/fbindx01.html>).

### **Assessment Issues/Benchmarks**

Measures of success in terms of fostering excellence include, but are not limited to the following:

#### Student Excellence:

- Retention rates
- Graduation rates
- Honors and Awards (publications, presentations, other creative activities)
- Engagement with the campus and the community (involvement with student organizations, service learning, internships, practicums, community leadership).

#### Faculty/Staff Excellence:

- Tenure
- Research engagement (grantsmanship, publications, conference presentations)
- Teaching engagement (publications/presentations, awards, curricular innovation)
- Service engagement (to profession, university and community)

#### Program Excellence:

- National/international/regional reputation
- Creativity and innovation
- Funds raised
- Cost/benefit ratios
- Efficient utilization of resources

## **Findings/Analysis**

### **Perceived Attainments, *Program Excellence:***

IUSB offers over 100 academic programs at the certificate, associate, bachelor's and master's level taught by highly qualified faculty who take their teaching seriously. In an Image Study of the campus, prepared in April 2002 by Carnegie Communications, IUSB was compared to Ball State, Ivy Tech, and Bethel (institutions seen as our major competitors for students). Carnegie surveyed both potential undergraduate students (prospects) as well as alumni, teachers, business and religious leaders (influencers) in order to assess how IUSB is perceived in our community. While IUSB and Ball State rated equally high among prospects, influencers ranked IUSB in a league of its own above Ball State. IUSB was perceived to be more academically challenging, more personal, more diverse than Ball State by both groups. For four key selected items, [1-Professors among the best in their fields, 2-Professors are great teachers; 3-People think highly of students and graduates; and 4- Would recommend institution], IUSB ranked highest among the four institutions.

With considerable community support, a number of Perrin initiatives have been realized that will contribute to an environment of excellence on campus. The capital campaign has currently raised \$3.6 million (of the \$5 million goal). William and Kathryn Shields have funded the first endowed chair (Dean of Nursing) for an IU regional campus. A new art gallery has been constructed, the International House was established (the only such facility in the IU system outside of Bloomington), and IUSB will soon be home to a news bureau for WVPE, the local NPR affiliate as well as a new Spanish language station. The new Student Activities Center promises to provide a new dimension to campus life for students. The bridge to be constructed over the St. Joseph River unites IUSB's land holdings on the two sides of the river and was an essential first step to developing more housing options for our students. The Toradze Piano Studio and the Chester String Quartet continue to claim international attention.

### **Perceived Attainments, *Student Excellence:***

For the 2001 incoming cohort of students, 75% of our beginning students were full-time. Of these students, over 60% ranked in the top half of their high school graduating class; 80% of those who provided SAT scores scored between 800 and 1190. Students who ranked in the top 10% of their high school class or scored 1200 or higher on the SAT accounted for approximately 7% of full-time beginners in 2001. Our admissions standards (see appendix) are reasonable for an institution with our mission. New policies for students admitted on probation mean that these students are being monitored better during their crucial first semesters. Transfer students must have a minimum GPA of 2.0 or above in order to enroll. If their GPA is lower than this, they must sit out a semester before being allowed to take classes. Admission standards to graduate

study appear to be more uneven, with some units requiring a minimal 3.0 undergraduate GPA and others accepting lower GPAs or with no GPA requirements.

IUSB promotes and rewards student excellence in a variety of ways. For students who enter at the top 10% of their high school class with SATs of 1200 or higher, the Honors Program is an attractive option. There are approximately 225-275 student enrolled in the Honors Program. Students begin in a Freshman Honors Colloquium that introduces them to world-class scholars, academic discussions, and research. They continue in the program by taking Honors classes taught in a seminar setting that provides more opportunity for individual attention and the opportunity to investigate various disciplines. Some students will initiate original research projects under the mentorship of faculty and will go on to present their findings at national and regional undergraduate research conferences. The program has averaged about 4 graduates with honors every year since 1995-96.

There are a number of scholarship opportunities for students, many of which use merit criteria in the awards process (See appendix for complete list of available scholarships by unit). For example, the Alumni Scholarship Fund, created five years ago, currently has an endowment of \$225,000. Thirty-eight scholarships have been awarded to students on the basis of excellence in the past four years, with 14 additional scholarships available for this year.

A number of schools/departments sponsor student honorary societies for their majors. Students who are taking at least 12 hours, can achieve Dean' s List status by earning a grade point average of at least 3.5 or greater in that semester. Students who are taking between 6 and 11 credit hours achieve Dean' s List status by earning a GPA of 3.5 or greater in that semester while maintaining a cumulative GPA of 3.24 or greater. Students can graduate with Distinction (level granted is dependent on overall GPA). Every unit provides an award for student excellence, most of which are given out based on criteria of performance in the major, research or other independent creative activity or some evidence of meaningful community involvement or leadership.

Our campus provides a number of opportunities for undergraduate students to pursue independent research—the most notable of which is the SMART (*Student/Mentor Academic Research Team*) program. Since its initiation in 1989, as part of a campus agenda to enhance undergraduate education, the Undergraduate Research Fund (URF), now known as the SMART Program at IUSB has supported more than 150 projects in diverse fields including business/finance, science, liberal arts, fine arts, education, and health sciences. Since 1989, it has distributed over \$25,000 to students. The grants are open to all undergraduates in good standing currently enrolled in credit courses at IUSB, with a GPA of 2.5 or higher. To receive funding students must submit an application following all the specific guidelines for the grant program before the research or travel takes place. A Merit Award for Outstanding Undergraduate Research, (a prize of \$100) is given annually to the student whose completed Research Expense or Internship project is judged best of the year by the SMART Committee. Preference is given to students who have not yet graduated by May 1. In addition, different academic units have

institutionalized student research into their curricula to a greater or lesser extent (see samples in appendix).

The Advance College Project (ACP) ([www.iusb.edu/~acp](http://www.iusb.edu/~acp)) reaches out to students in area high schools in order to connect them to the university. Academically qualified students (upper half of their class) take courses for college credit at their high school, during their regular class day. These courses are taught by the students' high school teachers who have been selected and who have participated in extensive ACP teacher training seminar programs. At IUSB, students may enroll in courses in English, Mathematics, History, Biology, Chemistry, Physics, Political Science, Spanish, French, or Education. In Fall 2001, 309 area students were enrolled in ACP courses for a total of 1321 credit hours; in Spring 2002, an additional 239 students were enrolled for 852 credit hours. Students who complete ACP courses go on to matriculate at IUSB or another IU campus as well as over 500 other colleges and universities nationwide. In previous years, as many as 115 former ACP students have been enrolled in some form of undergraduate or graduate program on our campus. Statewide, approximately 49% of ACP students matriculate to an IU campus. Unlike AP (advanced placement) courses, which may enroll only the top 10% of students in a high school, ACP reaches out to what should be our target audience—the other 40% of good students.

#### **Perceived Attainments, Faculty/Staff Excellence:**

Chancellor Perrin invested \$490,000 in market salary increases for professional and clerical staff, associate faculty and librarians (with another \$120,000 dedicated to faculty salaries). Elimination of a number of 39 hour per week jobs also served to reward and recognize the dedication of a number of long time staff employees by giving them access to university benefits.

Faculty investments under Perrin's tenure include \$1000 start-up grants for new tenure-track faculty, creation of the Faculty Research Award in 1999, introduction of the Chancellor's Fellow program which allows faculty to receive first hand experience in administration, and fostering faculty development further by sending them to either the Bryn Mawr Summer Institute for Women in Higher Education Administration or the Management Development Program at the Harvard Institute of Higher Education. The investments in faculty have clearly provided returns: IUSB has been able to recruit and retain an extremely well-qualified faculty. Almost all of the current 42 junior faculty graduated with their PhDs from institutions that hold the 2000 Carnegie Classification of extensive doctoral research universities (Research I under the older system of classification). They join an equally well-qualified and productive senior faculty. IUSB has the highest percentage of faculty who have won distinguished teaching awards of any IU campus. More than 90% of IUSB's faculty hold the highest degrees in their disciplines, earned at many of the world's finest graduate institutions.

A number of IUSB faculty have attained national, even international reputations for their scholarly research. Steve Shore in Physics and John McIntosh in Psychology are nationally

recognized as experts in their field. Tuck Languard in Fine Arts and Margaret Scanlan in English have drawn national attention for their creative work. Bill Frascella in Mathematics founded the Indiana University Center for Mathematics Education in 1997.

He received a \$2 million National Science Foundation grant in 1998 to establish the Indiana Mathematics Initiative, a curriculum-based professional development project for middle school teachers. Eileen Bender in English was one of the founders of FACET, product of an Indiana University Presidential Initiative in 1989, set up to promote and sustain teaching excellence. FACET is a national model for how an institution could sustain and further develop teaching excellence in its faculty. Other faculty members have gained regional renown for their research or service contributions to the community—people such as Tony Droege in Fine Arts, Pat Furlong and Les Lamon in History, and Bill Hojnacki in SPEA.

Tenure and promotion standards require faculty to demonstrate excellent performance in at least one area (teaching, research, service) and satisfactory performance in the remaining two (see appendix for sample promotion and tenure guidelines). In the period 1994/95 to 1998/99, 13 faculty members received promotion with tenure on the basis of excellence in teaching, 14 on the basis of excellence in research, 1 on the basis of excellence in service, 4 on the basis of excellence in teaching and research, and 1 on the basis of excellence in teaching and service. During this same time period, 1 faculty member was promoted on the basis of excellence in teaching, 2 on the basis of excellence in research, 2 on the basis of excellence in service, 1 on the basis of excellence in teaching and research, and 1 on a balanced case.

The campus itself has made provision for a number of awards that reward excellence in teaching, research or service: the IUSB Distinguished Teaching Award, the IUSB Distinguished Research Award, and the Eldon F. Lundquist Award. Faculty members are also eligible for the Trustees Teaching Awards (TTA) (formerly Teaching Excellence Recognition Awards--TERA). In the period 1972-2002, 26 IUSB faculty received all Indiana University teaching awards (Frederic Bachman Lieber Award, Herman F. Lieber Award, President' s Award, Sylvia E. Bowman Award, W. George Pinnell Award, John W. Ryan Award for Distinguished Contributions to International Programs and Studies, Wilbert Hites Mentoring Award, Thomas Ehrlich Award for Excellence in Service Learning). [See appendix for award winners by year.] Eileen Bender was named Indiana Professor of the Year in 1999. Until recently FACET (Faculty Colloquium on Excellence in Teaching) was housed on campus under the Directorship of Eileen Bender. As of 2002, IUSB has 44 members in FACET (which represents one-fifth of our total full-time faculty).

The mission of the University Center for Excellence in Teaching (UCET) is to enhance faculty development and student learning by providing the following: a broad spectrum of ideas and strategies, including innovative and alternative methods of instruction; strategies and support for assessment of teaching effectiveness and student learning; services such as confidential consultations, workshops, mentoring programs, and conference funding; access to teaching technology and training; opportunities for university-wide dialogue on teaching and learning; overall support for the strengthening of teaching and learning on the Indiana University South

Bend campus (<http://www.iusb.edu/~ucet/>). From 1997-1999 (when funding ran out), UCET provided over 42 Faculty Development Awards totaling \$21,021. Faculty received these funds to attend professional conferences focused on teaching. As a condition of the award, they were required to lead a workshop or presentation for other IUSB on their return to share what they had learned.

IUSB also provides funding (approximately \$120,000 each year) to faculty to cover the costs of curriculum development and of basic research through the Curriculum Development Grants and Faculty Research Grants awarded by the Senate Research and Development Committee and the Office of Research. From 1992 to 1999, over 59 curriculum development grants were funded for a total of \$64,026. Each unit also receives money in travel lines to enable faculty to present and attend conferences.

IUSB has an exceptionally talented group of associate faculty who provide important support to the academic program. We support these faculty in many of the same ways we support tenure eligible faculty, particularly in terms of teaching. Associate faculty are welcome in all UCET workshops and programs. A fall conference promotes good teaching practice, while other associate faculty choose to attend the Indiana University faculty conference in Indianapolis. They are eligible for Associate Faculty Professional Grants which are often used for travel. Over \$30,000 has been awarded for this purpose since 1992. The specific support for associate faculty is detailed in *The Teaching Excellence Report: Indiana University South Bend*. The recent Trustees Initiative to convert associate faculty lines into non-tenured, full-time lectureships has meant that some associate faculty will now enjoy more stability in their relationship with the institution and will be able to be more involved in university life.

### **Perceived Challenges:**

One of the concerns expressed by the North Central team had to do with the quality of communication on campus, a problem they saw as exacerbated by the volume of administrative and staff changes and temporary appointments. Communication flow between various units on campus is less than optimal. One of the major challenges to move us forward in terms of excellence will be to stabilize the administrative structure, restore effective communication channels and build better teamwork across the entire campus in order to achieve our desired ends. Given the poor prospects for increased state investment in our programs at this time, reallocation of resources will have to occur on campus in order for us to innovate. Reallocations will not be possible if a climate of trust does not exist. With our current system of zero-based budgeting, there is no incentive for fund managers to realize savings in the accounts they control. We need to develop a system of budgeting that will allow fund managers to reallocate some funds internally, without being penalized for their ability to efficiently use their funds, in order to gain their cooperation for the necessary broader campus-wide reallocations that might involve a loss in their budgets.

## ***Program Excellence***

Programs such as the Toradze Piano Studio and the Chester String Quartet bring international attention to IUSB. They enrich the campus and the community by their presence. However, there is a considerable financial cost to maintaining programs of this quality. We need to be creative in finding ways to nurture these programs, as well as to look for further initiatives on campus—programs that have the potential to gain national or international acclaim—that we should be developing. For example, we recently opened a new Art Gallery on campus but have not provided any base budget funding for its operation.

Could this facility be integrated into the teaching program and community outreach efforts of our campus in such a way that it might become an exemplary model for other institutions? The Civil Rights Heritage Center, which developed out of student engagement in a summer learning experience, provides another example of a program that could become an exemplar at a national level—if it is given the resources to develop its potential. The Office of International Programs has been very innovative in fashioning study abroad programs tailored to the unique demands of our students, many of whom have families and work obligations that prevent them from spending an entire semester abroad. Given the need to internationalize our curriculum, we need more development in this area. We have to be creative in finding ways to nurture and grow innovative, emergent projects such that their growth does not entail the stagnation or death of other campus programs.

We need to develop structures and measures by which to gauge how well our programs meet student and community needs given the resources they consume. The Senate Budget Committee has been urging the development of cost/benefit accounting so that we can begin to see how efficiently we are using our current resources and to make improvements where needed. Some of these measures already exist (faculty/student FTEs, program cost per student credit hour); we need to institutionalize the collection and utilization of this data across all units and we need to bring this data into our planning and budgeting process.

## ***Student Excellence***

The ACP program is providing us with excellent outreach into local area high schools. However, at present, there are no direct links between this program and our Admissions office (although creating such a link has been suggested by the program's Director in the past). This program should be integrated into our recruiting strategies and may serve as a model for how to integrate academic offerings and recruiting.

We currently have much to offer students whom we categorize as “excellent” — scholarships, the Honors Program, various excellence awards. These students compose at most 7% of our student body. We also have targeted students at the lower end of the grade spectrum with services such as the Threshold Learning Communities and a variety of student peer mentor and supplemental instruction options. In the process, we are ignoring the large portion of our student body that lies between these two extremes.

The SMART program, with its lower GPA requirements, presents a unique opportunity to reach a much larger segment of our student body. However, we need to encourage faculty to widen their expectations about which students are capable of conducting independent research study so that they don't focus exclusively on the small segment of excellent students. The institution might want to consider other sorts of programs to encourage student excellence: developing leadership training, fostering student creativity (the Vagina Monologue performances in 2002 were totally student organized and were tremendously successful), other forms of outreach to our good students.

### ***Faculty/Staff Excellence***

In the next five years, a large number of senior faculty on campus will retire due to the 18/20 retirement plan. We have a large number of faculty who have remained at the Associate Professor level for a number of years. This cohort needs to be encouraged to do what is necessary in order to be promoted to full Professor. In addition, for those faculty members who have recently been tenured, we need to make aggressive efforts to groom these individuals to assume more leadership on key campus committees. Otherwise, we will be left with a void as senior faculty retire and take their experience and knowledge with them. A faculty mentorship model, along the lines of that used with new junior faculty, might allow recently tenured associate professors to benefit from the wisdom and political savvy of more senior colleagues who are nearing retirement.

The campus needs to become more aggressive about rewarding faculty who are performing at high levels. Since additional state monies for this purpose are likely to be nonexistent in the near future, we have to become creative about finding ways to reward high performers. Rather than thinking solely in dollar terms, we could use release time, extra travel monies, unusual or creative course scheduling, and other strategies to recognize the efforts of faculty who are contributing heavily to the institutional mission.

Most importantly, the campus needs to get the word out to the community about the quality and richness of the faculty at IUSB. We need a coherent public relations and marketing strategy that pulls it all together with the Office of Development and the Admissions Office so that our efforts knit together to strengthen IUSB's position in the community.

### **Appendices**

A. [Student Excellence](#)

B. [Faculty Excellence](#)

Faculty Awards and Honors; Sample Faculty Tenure Standards

### **Task Force Members and Affiliations:**

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