

Lumina Foundation for Education Grant Proposal

SECTION I: OVERVIEW

NAME OF ORGANIZATION: (AS IT APPEARS ON YOUR IRS TAX-EXEMPT LETTER) The Trustees of Indiana University	
COMMON NAME OF ORGANIZATION: Indiana University – South Bend	
MAILING ADDRESS: P.O. Box 1847 Bloomington, IN 47402-1847 STREET ADDRESS (IF DIFFERENT): Sponsored Research Services Bryan Hall, Room 001 107 South Indiana Avenue Bloomington, IN 47405-7000	TELEPHONE: (812) 855-0516 FAX: (812) 855-9943 E-MAIL: rugs@indiana.edu
FISCAL CONTACT NAME AND TITLE (PERSON WHO SIGNS THE GRANT AGREEMENT): Steven A. Martin, Asst. VP for Research EMAIL: stemarti@indiana.edu TELEPHONE: 812- 855 -3963 FAX: 812 -855-9943 ANNUAL REPORT RECIPIENT <input type="checkbox"/>	
PROJECT DIRECTOR NAME AND TITLE: Karen L. White, Asst. Vice-Chancellor for Student Affairs EMAIL: kwhite@iusb.edu TELEPHONE: 574-237-4477 FAX: 574-239-5018 ANNUAL REPORT RECIPIENT <input type="checkbox"/>	
CHIEF FINANCIAL OFFICER/CONTROLLER/TREASURER: Steven A. Martin, Asst. Vice President for Research EMAIL: stemarti@indiana.edu TELEPHONE: 812-855-3963 FAX: 812-855-9943 ANNUAL REPORT RECIPIENT <input checked="" type="checkbox"/>	
COMMUNICATION CONTACT: Charlie Nelms, Vice President for Student Support and Diversity EMAIL: cnelms@indiana.edu TELEPHONE: 812-856-5700 FAX: 812-856-5119 ANNUAL REPORT RECIPIENT <input type="checkbox"/>	
ADDITIONAL CONTACTS (IF NECESSARY): Michael A. McRobbie, Vice President for Research EMAIL: rugs@indiana.edu TELEPHONE: 812-855-0516 FAX: 812-855-9943 ANNUAL REPORT RECIPIENT <input type="checkbox"/>	

Project Information

Purpose statement (one sentence): To enhance the *Making the Academic Connection* program to recruit and retain Hispanic students.

Proposed project begins: 1/1/2004 **and ends:** 12/31/2005

Key Financial Information

Total amount requested: \$100,000

Organization Budget Information:

Revenue/expense totals for most recent audited fiscal year 7/01/2001 through 6/30/2002

	<u>\$ Thousands</u>
Total Revenues	\$1,868,278
Total Expenses	\$1,789,823

NOTE: If a *deficit* exists in either of the two most recent fiscal years, include as an appendix a letter signed by the Chief Executive Officer outlining the reason for the deficit and corrective action to overcome it.

We are committed to the goals and strategies outlined in this proposal and will implement this project if awarded a grant by Lumina Foundation for Education.

Signature _____ **Date** _____

Chief Executive Officer—Michael A. McRobbie V. P. for Research

Signature _____ **Date** _____

Grant Writer—Karen L. White, Assistant Vice Chancellor for Student Affairs

President's Fund for Student Success
Request for Proposal from Lumina Foundation for Education
Indiana University South Bend
Making the Academic Connection

September 24, 2003

Executive Summary

Our goal is to attract and retain more African American and Spanish speaking students to Indiana University South Bend. The facets of the *Making the Academic Connection* program are designed to accomplish this goal. Presently, *Making the Academic Connection* has focused on African American students. We are seeking the resources to enhance and strengthen this innovative program. We propose to expand it to be more attractive and effective with Spanish speaking students by hiring a Hispanic enhancement coordinator and recruiter.

Our university is unique among Indiana University campuses as we are the home of the Civil Rights Heritage Center. The work of the Center is based upon the premise that the values and success of the American Civil Rights Movement offer a unique context for connecting academic participation and achievement with personal experience and a commitment to community citizenship. The IUSB Civil Rights Heritage Center and minority enhancement efforts administered through the Office of Student Affairs are at the center of the *Making the Academic Connection Program*. South Bend faculty and administration believe that the concepts and goals of the Civil Rights Heritage Center offer a truly innovative and “outside the box” approach to minority recruitment and retention. The partnership between the Center and Student Affairs assures a connection between the ideal goals of the Center (improved race relations, minority achievement, and social change in the local community) and the pragmatic goals of Student Affairs for students (enrolling in college, engaging learning, staying in college, and valuing academic achievement). *Making the Academic Connection* is a program composed of these facets: The Leadership Academy, Academic Cohorts, Step One, and The 21st Century Scholars.

SECTION II: PROPOSAL NARRATIVE

A. Description of the Organization

Indiana University South Bend (IUSB) is a comprehensive public university offering post-secondary education through the master's level. We provide a learning and working environment that attracts and retains students, faculty, and staff; fully develops and challenges individual talents throughout the community; encourages free and spirited collaboration; and maintains a commitment to quality, integrity, and academic freedom. The university was founded more than 40 years ago and nearly a dozen north central Indiana and southwestern Michigan counties within a 50-mile radius look to the campus for academic and professional programs and for community services. We offer leading-edge instructional programs and outstanding technological facilities, laboratories, and lecture halls.

The faculty has earned respect among Indiana University campuses for its aggressive pursuit of excellence in teaching and in research. More than 90 percent of the full-time faculty has earned the highest degrees in their disciplines.

The student body is rich in diversity, including over 250 international students. Our commitment to diversity extends not only to our student body and our community, but also into the curriculum, faculty and staff. Students can be found in volunteer positions and involved in service projects throughout the Michiana area. Annually more than 9,000 area residents take advantage of IUSB's continuing education programs that meet their personal goals and employment needs. The Art Gallery and the Student Activities Center are the latest milestones in a long-standing effort to enrich the campus environment. These resources and the Schurz Library allow IUSB to respond to the needs of a student body of 7,400 and an alumni body of

23,000. Student Affairs recognizes that as a university we must view our services from the student perspective. As a result, we have developed a one stop service center which allows the student to conduct business and seek appropriate support at a single location. With a one-stop structure, opportunities for student learning and success are expanded

B. Project Description

1. Goals, objectives and measurable outcomes:

Our commitment to making Indiana University accessible to the citizens of Northern Indiana remains. Within the past decade the minority population in Northern Indiana has drastically increased, mirroring the state as a whole. The most recent census data for the City of South Bend indicate that African American and Hispanic populations represent 11.5% and 7.2% respectively of the population. Since 1990, the Hispanic population has increased 141.4% in our recruitment area. The South Bend Community School Corporation, a significant source of incoming students, reports that their minority population is 48.6% of the total enrollment. In neighboring Elkhart County, African Americans and Hispanics make up 5.2% and 8.9% of the population, respectively. We find, however, that this population increase is not adequately mirrored within the university's population.

According to the Indiana University Official Enrollment Report for the 2001-2002 cohorts, IUSB has retained minority students from the first to second year in the following percentages: Hispanic, 72.7% and African American, 52.1%. Although the percentages appear high, the number of students in these cohorts is small. For example, 22 Hispanic students enrolled in the first year, and 16 returned. Likewise, 48 African American students enrolled but only 25 returned. By enhancing the *Making the Academic Connection* Program to include a

Hispanic enhancement coordinator and recruiter, we will be addressing the critical issues regarding access and retention of Hispanic students.

Current literature on college retention has identified a number of best practices including centralized and integrated student services, increased intervention for underrepresented students, and connecting the social and academic aspects of the college experiences. The *Making the Academic Connection* program incorporates these best practices in targeted initiatives for underrepresented students. This innovative program is comprised of the following:

a. The Leadership Academy

The key features of the leadership academy include:

- **Goals:** improve effective use of standard English language and understand leadership principles of the Civil Rights Movement;
- A seven week summer program that began June 16 and ended August 8, 2003, with sessions held three days per week, three hours each day;
- Twenty high school students about to begin their junior year in the Fall;
- Twenty students who had just been admitted to IUSB and would be Freshmen in the Fall;
- Six to eight current IUSB students active in the Civil Rights Heritage Center;
- Introductory first week focused upon Sean Covey's *Seven Habits of Highly Effective Teens* for both cohorts;
- Six weeks of writing course work meeting two days per week (days one and three), using texts from the Civil Rights Movement, and working in separate high school and college cohorts and with separate curricula;

- Six weeks of Civil Rights History curricula, meeting one day per week (day two), with cohorts working jointly; and
- High school credit for high school students and college credit for college students.

The Leadership Academy began in summer 2002 with eleven high school students. Nine of these students were African American and they not only completed a successful academic experience, but continued into the Step One Program. Due to the initial success of summer 2002, we expanded the Academy to include 20 incoming University freshmen as well as 20 high school students. Chancellor Una Mae Reck committed a significant amount of financial support to assist these incoming students, and introduce university life to area high school participants.

b. Academic Cohorts

Programs that connect students while promoting academic success hold particular retention promise. The opportunity for contact with other students and faculty was found by Neumann (1985) to be extremely important to student success and persistence. The Academic Cohort Mentoring Program is designed to promote a greater sense of being “connected” to the campus and to the various support services available to assist students.

Academic Cohorts is a mentoring program initiated at the beginning of the fall 2002 semester. Designed to assist minority students in their academic lives at Indiana University South Bend, the program began with 124 eligible African-American and Hispanic students, of whom 50 ultimately participated in the mentoring groups. All but three of the participating students enrolled for the spring 2003 semester.

The objective of the program is to “create cohort groups for academic excellence.” Regular contact with these students is provided through three-tiered mentoring that includes

upper-level minority student mentors, minority faculty and staff mentors, and minority alumni and community leader mentors.

Community mentors have been identified and assigned to cohorts for the purpose of providing leadership and internship opportunities. Each cohort has two community representatives.

Cohort Mentors:

1. Commit to serve for at least one year.
2. Meet with assigned students at least once a month.
3. Refer students with academic and/or personal concerns to appropriate sources on or off campus.
4. Foster a sense of student self-worth and self-confidence as they interact with and mentor their cohort.

This multi-tiered mentoring model provides an innovative out-of-classroom learning experience that enhances the quality of academic life and fosters students' commitment to completing their educational goals.

c. Step One

Step One is a student-initiated program to provide a positive environment and university support for the continued growth of skills and values taught during the initial summer IUSB Leadership Academy. Led by volunteers from the Civil Rights Heritage Center, high school students meet on the campus bi-weekly to discuss contemporary issues such as race relations, learn about the expectations for a successful college experience, enjoy safe, friendly entertainment, and build a sense of "esprit de corp" within an academic setting.

While a safe, constructive social atmosphere is the first goal, the group held a community forum in 2002 to raise public awareness of topics of concern to youth in our community. The group is currently working with a team of advanced business students to develop a plan for regular student-produced social events open to teenagers throughout the South Bend region.

d. 21st Century Scholars

For the fall 2003 semester one hundred eighty one 21st Century Scholars are enrolled. Our goal is to integrate the minority students into all facets of the *Making the Academic Connection* program. We are reviewing their academic progress and their persistence rates. The Hispanic enhancement coordinator and recruiter will work as an advocate for these students as well as develop the mentoring program based upon the three tier model of the Academic Cohorts. The Admissions Office will continue their partnership with the 21st Century Scholars representative along with the Civil Rights Heritage Center. Currently these offices are involved in leadership development and various pre-admission/financial aid in-services.

Measurable Outcomes

1. Recruitment: Over the next two years, IU South Bend will increase the recruitment of Hispanic students by 20%.
2. Retention: Over the next two years, IU South Bend will increase the Hispanic first to second year persistence rates by 2% per year. This would be a total increase of 4% during the funding period.
3. Leadership Academy: Over the next two years, IU South Bend will increase the number of Hispanic students participating in the Leadership Academy from 8 in the summer of

2003 to 16 in the summer of 2004 and 20 in the summer of 2005. We will include pre- and post-testing in the areas of leadership and Civil Rights development.

4. Higher Education Participation: Over the next two years, 90% of high school students participating in the Leadership Academy and Step One will participate in higher education following high school graduation.
5. Step One: Over the next two years, IU South Bend will increase Hispanic student participation in the Step One program by 20%.
6. Academic Assessment: We will have regular assessment of academic achievement by monitoring grades at least twice each academic semester.

2. Innovative Strategies

Indiana University South Bend has a foundation upon which to build. We have seen our African American students benefit from their involvement in the various facets of the *Making the Academic Connection* program. Our targeted recruitment effort, for example, has increased African American student participation in the Leadership Academy from 9 in the first year to 23 in the second year. The Hispanic student participation has been minimal. While we are committed to a program that focuses on the shared experiences and civil rights heritage of underrepresented populations, we have learned that some population-specific services must be added. Specifically, we learned in the second year of the Leadership Academy that Hispanic participants need bilingual support services. We have also recognized a need to enhance stability of the IU South Bend Step One program for minority high school students and to provide continuing opportunities for student leadership development.

Based on these identified needs, we request funding to hire one bilingual Hispanic minority enhancement coordinator and recruiter. Responsibilities will include:

1. Enhancing Hispanic College Information sessions by building on partnerships with area teachers, guidance counselors, secondary administrators, and local Hispanic leaders to increase higher education awareness and attendance.
2. Build upon our present “Paying for College” information sessions by expanding them into targeted high schools and local community centers.
3. Coordinate joint minority recruitment efforts between Admissions, Student Academic Support Center, the Office of Campus Diversity, and Financial Aid.
4. Strengthen current relationships with the Black and Latino Student Unions and integrate them into our recruitment and outreach initiatives.
5. Develop additional outreach initiatives for prospective students enrolled in the 21st Century Scholars Program.
6. Enhance enrollment in the Leadership Academy by promoting it throughout the recruitment year.
7. Support Hispanic student participation in the Academic Cohorts program.
8. Provide other support services for Hispanic students as needed.

This person will also provide professional staff leadership to enhance stability of the Step One program for minority high school students. Most of the current 12-15 students in Step One are African American. Their goal is to expand their membership, especially among Hispanic students. In addition, to help in broadening its membership base, the university proposes to give more direct financial support and also to strengthen its academic context. Adding a Spanish-speaking advisor and providing re-enforcement for the summer emphasis upon Covey’s Seven

Habits of Effective Teens are two important steps in this regard. Additional funds will be earmarked for leadership development among minority students.

3. Timeline of Proposed Activities

Proposed activity	Completion date
1. Initiate Indiana University hiring procedure and development of job description	October 1 – October 31, 2003
2. Coordinate recruitment efforts with the Office of Admissions	October 1 – October 31, 2003
3. Obtain data on all enrolled Hispanic students and identify Hispanic upper level mentors	October 1, 2003
4. Schedule informational meeting with enrolled Hispanic and 21 st Century Scholars students	October 1 - November 14, 2003
5. Review and update recruitment literature	October – November 14, 2003
6. Create outline for enhancing “Paying for College” information sessions to include bilingual discussion.	November 1, 2003
7. Coordination of Leadership Academy recruitment identification	November - December 2003
8. Review of mid-term academic progress of all enrolled students	November 28, 2003
9. Complete fall 2003 enrolled students review of academic progress including	

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|---|------------------------|
| fall 2003 to spring 2004 persistence rates. | January 31, 2004 |
| 10. Complete Search & Screen process for
Hispanic Coordinator/Recruiter | January 31, 2003 |
| 11. Hispanic Coordinator/Recruiter develops
overall program plans for Spring 2004 | February - March, 2004 |
| 12. The completion of selection of Hispanic
students for Leadership Academy and
Step One Programs | March - April, 2004 |
| 13. Mid-term grade review | April 2004 |

4. Project’s contribution toward increasing the number and diversity of students who succeed in persisting toward attaining sound educational objectives.

Beginning with the Step One Program we will present more opportunities for Hispanic students to consider higher education as early as high school. This program will include Spanish language directed “College Info” and “Paying for College” workshops presented in conjunction with the Office of Admissions. This program will allow us to attract and enroll Hispanic students at IU South Bend.

The next component in the *Making the Academic Connection* Program is to engage learning and foster leadership skills through the summer Leadership Academy. Through the Academy we will increase the enrollment of Hispanic students in both the high school and entering freshmen university components of the summer curriculum.

Through the Academic Cohorts facet new and continuing Hispanic college students will participate in mentoring others. In addition, comprehensive support will be available in the areas

of tutoring, early intervention, academic advising, integration into university life, and connection to campus and community leaders.

In addition, the enhancement of the *Making the Academic Connection* program will allow the university to provide a comprehensive, holistic program in support of the Hispanic student population. We will more closely mirror within the university the population shift as the Hispanic minority continues to increase. This will be an expansion and enhancement of an already successful minority student retention program. We, too, will be able to support these students to persist to graduation.

5. Sustaining the project

Funding for this initiative will be sustained based on the program's demonstrated level of impact on the university's admission and retention of Hispanic students. It is anticipated that the grant will provide funds necessary to establish essential recruiting and retention programs that will result in increased revenue to support continuation of the initiative. The addition of the Hispanic enhancement coordinator and recruiter will allow directed efforts specifically for this population. The students will be sustained and supported by the facets, as the facets are already in place for the African American students to an initial degree. Students will be supported beyond the funding period as by that time they will have been fully integrated into the university.

D. Project Management and Staffing

1. Management:

The overall project will be under the leadership of the Assistant Vice Chancellor for Student Affairs. She has a proven record in the fields of student development, retention and

success. IUSB has consistently been a leader among the IU campuses in its retention percentages, grant proposals and funding to increase student persistence. Karen White, Assistant Vice Chancellor for Student Affairs, has been a leader in managing these initiatives. Some of the successful initiatives have included grants from the Lilly Foundation, and the Persistence and Retention Initiative funded by the Board of Trustees of Indiana University. In addition, the person will become a team member of Student Affairs administration. Bimonthly meeting, written reports and assessment of the project's effectiveness will be completed on a bi-annual basis. Most importantly, the feedback of students will be used to evaluate the project's overall efficiency and effectiveness.

2. Staffing:

Our management team is comprised of a number of senior faculty, administrators and professional staff. The team is expert in the fields of student leadership, retention, and the pedagogy of student learning as facilitated by the Civil Rights Movement. In particular, Dr. Les Lamon, Professor of History, is well-renown in the field of Civil Rights and is the founder of the Civil Rights Heritage Center at IUSB. Karen White, Assistant Vice Chancellor of Student Affairs, who will be assuming lead of the overall program, has extensive experience in the fields of student persistence and retention.

The Director of the Office of Admissions, Jeff Johnston, and the Academic Support Coordinator, Rick Dennie will be instrumental in coordinating the on campus and off campus efforts of the Hispanic enhancement coordinator and recruiter. Additional staffing will be provided by existing resources.

Erika Zynda, Grants Coordinator, has overseen the budget creation and will monitor all expenditures.

E. Learning from the Project

As is frequently the case, universities have many domains for learning which are often isolated from each other. For example, the class room experience, campus life, residential life, and community citizenship, are different avenues for learning. By successfully integrating Hispanic students into IU South Bend and fostering relationships and academic success, we will assist students in making connections throughout these various domains. In fact, the *Making the Academic Connection* program will serve as a model for enhancing and supporting diversity across these domains, and indeed throughout the university culture. We will create opportunities for Hispanic students to make the connections which will allow them to grow academically, socially, and as citizens. Connections are extremely important as the Hispanic population tends to be cohesive and remain insular. The university will empower students not only to work within their own group, but also to become integrated into a diverse society.

A common framework will be utilized to predict success for our targeted students. Our measures will include those factors that impact first to second year persistence rates, grade point averages, the benefits of leadership development and mentoring as compared to non participating Hispanic students.

The university will further learn from the project if this focus can provide a new and replicable approach to engage students in their own academic success, and strengthen a sense of community both on and off campus. Such a program is extremely important as our community perceives there is a lack of leaders among the African American and Hispanic youth. Evidence of this is supported by low graduation rates from local high schools and very low civic

involvement from young citizens from these minority populations. We believe that this program will address these challenges.

VITAE

Name: Lester C. Lamon
Professor of History

Degrees: B.A. (1964) and M.A.T. (1965), Vanderbilt University
Ph.D. (1971), University of North Carolina

Professional Experience (at Indiana University):

1971- Present, Professor, History at Indiana University South Bend
1981-1989, Dean, Division of Arts and Sciences
1989-1995 and 1997-98, Vice Chancellor for Academic Affairs
1995-1997, Interim Chancellor
2000- Present, Director Civil Rights Heritage Center

Publications (include the following books):

Black Tennesseans, 1900-1930. Knoxville: University of Tennessee Press, 1977.

Blacks in Tennessee, 1791-1970. Knoxville: University of Tennessee Press, 1981.

The Adaptable South: Essays in Honor of George Brown Tindall. Baton Rouge: Louisiana State University Press, 1991. Edited with Elizabeth Jacoway, Dan T. Carter, and Robert C. McMath, Jr.

More than twenty articles and numerous reviews and professional papers.

Teaching Responsibilities:

Have included: African-American History, Urban History, Economic History of the U.S., U.S. History from the 1890's to the 1930's, the two-semester U.S. History Survey, and Southern History Since 1877. Special seminars have been offered in a variety of areas including: Black Responses to Oppression, the Civil Rights Movement, and The Twenties. Special study tour course: FREEDOM SUMMER 2000, Civil Rights Movement in the South.

Special Teaching Recognition: 1981 recipient of the all-Indiana University Amoco Distinguished Teaching Award.

Education and Community-Related Boards (include the following):

Indiana Humanities Council, 1989 to 1995
Scholarship Foundation of St. Joseph County, Indiana, 1988 to 1996
Northern Indiana Center for History, 1993 to present (President 1998-99)

VITAE

Name: Karen L. White
Assistant Vice Chancellor Student Affairs

Degrees: B.S. Liberal Arts May 1973
Indiana State University
M.S., Education, May 1979
Indiana University Bloomington

Professional Experience at IUSB

1989 – Present	Assistant Vice Chancellor Student Affairs
1988- 1989	Affirmative Action Officer
1987- 1988	Director, Youth Self-Sufficiency (School of Public & Environmental Affairs)
1981- 1986	Assistant Director, University Division
1978- 1981	Project Director, Special Services
1976- 1978	Counselor/Administrative Assistant, Special Services
1974- 1976	Counselor, Special Services

South Bend Housing Authority

1973- 1974	Social Worker/Counselor
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Publications & Scholarly Presentations:

Connections: An Integrated Community of Learners, Journal of Developmental Education, 2003. National Center for Developmental Education, Appalachian State University.

More than fifty scholarly and community presentations on student development and retention initiatives.

Teaching Responsibilities:

1982 – Present	School of Education, Adjunct Lecturer, IUSB.
1981	Center for Educational Opportunity, Adjunct Career Planning University of Notre Dame

Education & Community-Related Boards

2003	President of South Bend Common Council
2002	Vice President, South Bend Common Council
2002	Present, Board of Directors of the Morris Performing Arts Center
2002	Present, Board of Directors, Urban Enterprise Zone
2000 - 2002	Board of Directors, Urban League of South Bend and St. Joseph County

Elected in 1999 as an At-Large Member, South Bend Common Council
Elected in 1988 and re-elected in 1992, Member of the South Bend Community School Board of Trustees, Served as Vice President and as President

South Bend Junior League
Past Member of the South Bend Human Rights Commission

VITAE

Name:	Jeff M. Johnston Director of Admissions	
Degree:	B.S. December 1991 Indiana University South Bend	
Professional Experience At IUSB	August 2001 – Present July 1993 – August 2001 May 1989 – June 1993	Director of Admissions Instructor / LAN Manager Assistant Instructor / Adjunct Instructor
IUSB Committee Memberships	January 2002 – Present August 2001 – Present January 2003 – Present September 2003 – Present September 2003 – Present	Professional Staff Council Co-President SIS Lead Implementation Team Disability Advisory Council Admissions and Advisory Committee Enrollment Management Committee
Other Professional Experience	September 1991 – June 1993	WDS of Northern Indiana Dislocated Worker Specialist/Trainer
National Memberships	August 2001 – Present August 2001 – Present	American Association of Collegiate Registrars and Admissions Officers National Association for College Admission Counseling

VITAE

Name: Erika L. Zynda
Contracts & Grants Coordinator

Degree: B.A. May 1991
Rutgers University – University College, New Brunswick, NJ

Professional Experience

October 1997 - Present	IUSB Contract & Grants Coordinator
October 1995 – October 1997	IUSB Assistant to the Vice Chancellor for Research and Graduate Studies
July 1994 – July 1995	Post-Award Administrator, CalTech High Energy Physics Group

Professional Memberships

- Indiana Forum for Research Administrators, Webmaster
- National Council on University Research Administration
- Society for Research Administration
- Council on Undergraduate Research

Committee Memberships

- Indiana University Undergraduate Research Conference Committee
- Student/Mentor Academic Research Teams Committee
- Institutional Review Board, ex officio
- Research & Development Committee, ex officio
- Professional Staff Council, Webmaster & former president

Educational Responsibilities

- Human Subjects Protection Certification Testing (Faculty & Students)
- Grant Writing and Getting Funded (Faculty & Students)
- Account Manager Training (Faculty & Administrators)
- Adobe Acrobat (Continuing Education)

VITAE

Name: Rick C. Dennie
Academic Support Coordinator

Degrees: B.S. Communications 1983
Huntington College
Master of Public Affairs (pending)
Indiana University South Bend

Professional Experience At IUSB	2001 – Present	Academic Support Coordinator
	2000 – 2001	Coordinator, Graduate Programs
	1998 – 2000	New Student Services Coordinator
	1996 – 1998	Academic Advisor/Counselor

**IUSB Lumina Budget
Making the Academic Connection**

			Total Request	Cost Share		Total Cost Share
	Year 1	Year 2		Year 1	Year 2	
Personnel						
Recruiter/Advisor	\$27,000	\$ 27,810	\$ 54,810			
Benefits @ 32.27%	\$ 8,713	\$ 8,974	\$ 17,687			
10% Project Director (White)				\$ 6,855	\$ 7,061	\$ 13,916
5% CRHC Director (Lamon)				\$ 5,582	\$ 5,750	\$ 11,332
Benefits @ 38.74				\$ 4,818	\$ 4,963	\$ 9,781
Subtotal	\$35,713	\$ 36,784	\$ 72,497	\$17,255	\$17,773	\$ 35,029
Office Expenses						
Phone/Line Charges	\$ 576	\$ 577	\$ 1,153			
Publications	\$ 1,300	\$ 1,300	\$ 2,600			
Mailings	\$ 500	\$ 500	\$ 500			
Equipment						
Computer for Director	\$ 2,500		\$ 2,500			
Travel						
6 people to 2 roundtable	\$ 1,500	\$ 1,500	\$ 3,000			
Total Direct	\$42,089	\$ 40,661	\$ 82,750	\$17,255	\$17,773	\$ 35,029
Indirect (10% on salary)	\$ 3,571	\$ 3,678	\$ 7,250	\$ 1,726	\$ 1,777	\$ 3,503
15% of total request	\$ 6,313	\$ 3,687	\$ 10,000	\$ 2,588	\$ 2,666	\$ 5,254
Total Costs	\$51,974	\$ 48,026	\$100,000	\$21,569	\$22,216	\$ 43,786