CENTER FOR REGIONAL CAMPUS EXCELLENCE

INDIANA UNIVERSITY

EAST
KOKOMO
NORTHWEST
SOUTH BEND
SOUTHEAST
REACHING THE TOP-TIER NATIONALLY:

"Best Practice" Recommendations for Indiana's Regional Colleges

This report on the Regional Campus Excellence Project has been prepared by Lead Consultant Alice Chandler on behalf of Chancellors Bergland, Fulton, Perrin, Person, and Richardson. It reflects the work of more than 90 faculty and staff members on all five campuses, assisted by nationally recognized higher educational consultants, over an eighteen-month period.

December 1999
Table of Contents

Part One: Report of the Lead Consultant
I. Executive Summary
II. Profile of Regional Campuses
III. Introduction
IV. Summaries of Team Reports
V. Team Memberships and Meeting Dates
VI. Consultants' Vitae

Part Two: Complete Text of Team Reports
I. Student Teaching and Learning
II. Academic Program Excellence
III. Faculty Research and Creative Work
IV. Regional and Community Services
V. Instructional Technology
VI. Inter-Campus Collaboration
VII. Selected Bibliography: Readings and Consultations by Team Members

Part Three: Community Service Inventory
I. IU East
II. IU Kokomo
III. IU Northwest
IV. IU South Bend
V. IU Southeast
PART ONE:

REPORT OF THE LEAD CONSULTANT
I. THE REGIONAL CAMPUS EXCELLENCE PROJECT

The Regional Campus Excellence project represents an 18-month-effort spearheaded by the chancellors of the five regional campuses to respond to President Myles Brand’s challenge to advance Indiana University into the ranks of the “very best of the nation’s universities.” The project has been funded by a $200,000 grant from the Indiana University Innovation Fund. Its six topics were selected by the chancellors in consultation with Lead Consultant Alice Chandler: (1) Student Teaching and Learning; (2) Academic Program Excellence; (3) Faculty Research and Creative Work; (4) Regional and Community Services; (5) Information Technology; and (6) Inter-Campus Collaboration.

Ninety faculty and staff members, divided into six teams, worked with expert consultants to prepare reports on each of these topics. (Summaries of these reports are included in Part One of this document. The full texts of the reports may be found in Part Two.) Taken as a whole, the reports outline the major directions that should be taken by the five regional campuses to achieve excellence in the opening years of this new century and the collaborative support they will need from the IU system in achieving these goals.

II. THE REGIONAL CAMPUSES OF INDIANA UNIVERSITY

The five regional campuses are an indispensable component of the Indiana University system and an invaluable resource for their regions and the state. With a combined enrollment of more than 23,000 students, they educate approximately one-quarter of all Indiana University students. Many of these students are unable to leave home for personal or financial reasons. For such students, the regional campuses are their only source of accessible and affordable higher education.

Ninety-five percent of the regional campus students are residents of Indiana, and 83% of them remain in the state after graduation where they form the cornerstone of Indiana’s educated workforce. Providing these “stay-at-home” students with a first-rate education is a strategic economic necessity in a state that still ranks very low by national norms in its percentage of college graduates.

III. DEFINING EXCELLENCE

The traditional indicators of excellence do not work for regional campuses, such as those in Indiana University. They do not enroll an elite student body, do not conduct high-visibility research, do not have huge libraries and facilities, and do not have multi-million dollar private endowments. How do we make distinctions of quality among them?

The true indicators of excellence for the regional campus—as for all campuses—get “inside” the campus and look at the quality of teaching, learning, and service. With the role of the regional campuses changing and growing, it is appropriate to measure them, not by fixed traditional standards, but through the use of process and outcome measures:
the clarity and relevance of their missions;
their identification and use of nationally recognized “best practices”;
their emphasis on the quality of teaching and the outcomes of learning;
their support for scholarly and public service activities; and
their commitment to continuous self-assessment and benchmarking.

Measures such as these are increasingly being used by state systems nationally to clarify performance standards and heighten expectations for their public campuses. By engaging in the Regional Campus Excellence Project, Indiana’s five regional colleges have shown their willingness to be in the forefront of such change. Each of the reports summarized here identifies national “best practices” in its field and sets forth both action and assessment goals.

IV. EXCELLENCE IN TEACHING AND LEARNING

This report begins by describing salient characteristics of regional campus students. Although the majority of them score in the top half of their high school graduating class and appear to be “moderately well prepared for college work, substantial numbers of these students demonstrate “risk factors” for academic persistence and success. Many are working adults with family responsibilities. Many are the first in their families to attend college. Many lack the critical academic skills or study habits needed for college work. Intent upon achieving their career goals, these highly motivated students benefit from the greater student-faculty contact and support available on smaller campuses.

“Best practices” in learning excellence call for students to use their education actively. They ask not only for mastery of a particular discipline and of certain basic academic skills; they also require critical thinking, decision-making, communication and collaborative ability, and, most important, the capacity to acquire new knowledge. “Best practices” in teaching are similarly active. They emphasize the dynamic nature of classroom engagement (discussion as well as lecture) and out-of-class as well as in-class intellectual interaction between student and faculty. In top-quality regional institutions, faculty make serious demands on their students. They set high expectations for student learning and emphasize the importance of student time-on-task. These teaching-learning characteristics apply, of course, to all post-secondary institutions. But they are particularly needed at regional campuses because of the student profile they present and because their relatively small size is designed to allow for precisely such interactions. The recommendations in this report focus on actively recruiting a student body representative of the full diversity and capabilities of the region and providing these students with an education that prepares them to meet the challenges of 21st century work and civic life.

Central to the Teaching and Learning report, as to the remaining topics, is the concept of continuous quality review. Faculty are asked to engage in on-going activities aimed at improving their teaching and to conduct regular surveys of the degree to which they are
achieving their goals. Although improved persistence and graduation rates are not guaranteed by the adoption of these learning-oriented teaching methods, experience shows that such improvement frequently occurs.

V. ACADEMIC PROGRAM EXCELLENCE

The report on Academic Program Excellence defines quality both in relationship to national standards and to regional needs. Inputs into academic program quality include:

- a well-prepared faculty
- a coherent curriculum that includes both general education and academic major requirements
- an institutional environment that promotes intellectual inquiry
- institutional support and expectations that enable faculty to keep abreast of work in their disciplines
- appropriate technology and library resources to carry out the aims of their program.

The all-important output measures for academic quality are the knowledge and intellectual skills of its graduates and their preparedness to meet the expectations of society.

The report Academic Program Excellence stresses the importance of faculty-student contact and curricular coherence for first-generation college students who require clear guidance as to what is expected of them and what they, in turn, can gain from their studies. Recommendations include careful entrance assessment for students, early engagement in learning and frequent feedback on their progress. Support for curricular excellence must also be provided through adequate facilities, an up-to-date library, and the availability of information technology. The challenge to faculty is to “change the focus in teaching/learning outcomes from the provision of content to the attainment of student learning outcomes.”

Regular self-study and an ongoing assessment programs are essential to academic quality. The report stresses the importance both of internal and external academic program reviews and of an institutional reward structure that encourages continued improvement and growth, both departmental and individual.

VI. FACULTY RESEARCH AND CREATIVE WORK

Faculty research has traditionally been considered as the special domain of research and land-grant universities. But faculty scholarship and creative work are essential throughout higher education to campuses that value dynamic teaching, active learning, and an atmosphere of inquiry and intellectual development. In a world of rapidly changing knowledge, faculty must keep abreast of their disciplines and, more than that,
set for their students and themselves a living example of lifetime engagement with learning.

Research, or the discovery of new knowledge, continues its primacy as the most familiar and acclaimed form of research. But other forms of scholarship include: the scholarship of teaching, or the transmission of knowledge; the scholarship of application, or the use of knowledge for public purposes; and the scholarship of integration, or the provision of cross-disciplinary insights into learning. Because of their limited physical facilities and heavier teaching loads, most regional campuses participate less intensively in “discovery” research than do the large research and land-grant institutions. But the scholarship of teaching, application, and service is at the heart of their missions.

“Best practices” recommendations in the report deal with:

- balance among the different modes of scholarship;
- flexibility in scheduling and teaching loads to accommodate scholarly work;
- intellectual collegiality, interdisciplinary work, and collaboration in research (both among the regional campuses and between the regional campuses and Bloomington);
- mentoring of new faculty; and
- student intellectual development.

A significant portion of the report is devoted to recommendations for encouraging scholarly understanding and activities among undergraduate students and the benefits that accrue to students from early exposure to and practice in the development and application of knowledge. Modest scholarships and grants are recommended to help promote scholarly activity among students who are too often forced to rush from campus to their jobs. The report also stresses the importance to the campus and community of an active intellectual environment on campus.

Assessment mechanisms emphasize careful tracking and analysis of all forms of scholarly activity and peer review and publication quality. It is important that regional campuses put in place a reward system for tenure and promotion that recognizes and rigorously evaluates the scholarly performance of faculty and the extent to which they engage their students in intellectual activities.

VII. REGIONAL AND COMMUNITY SERVICES

The public service activities of the regional campuses comprise a full range of activities: extension services, outreach, continuing education in all forms, involvement in regional and community issues, technology transfer, economic development, partnerships and alliances with other organizations, and the general use of academic expertise to inform and assist. As the need for lifelong learning grows, so, too, does the importance of Indiana’s regional colleges as friendly and familiar mediators between
the community’s need for specialized expertise and the intellectual resources of the institution. Although the individual campuses themselves are sometimes too small to have the precise form of knowledge that is needed, they have the networking capacity to find that knowledge, whether at another Indiana institution or even beyond the boundaries of the state. The close ties between the campus and its community make it an ideal source of knowledge for regional agencies, organizations, businesses and individuals seeking to upgrade their knowledge or to link on to specialized services. Students, faculty, staff, and facilities are all resources for these larger needs.

The report defines excellence in regional and community service as a match between “the expressed needs of the region and communities to be served” and the mission and capabilities of the institution. Specific criteria for excellence require that the service activity.

- be linked to the academic goals of the institution (to avoid a mere grab-bag of activities)
- be self-sustaining as appropriate and create win-win situations for campus and community
- enhance the quality of life in the region
- enhance the economic development of the region and the state.

As demonstrated in the 99-page Inventory of Regional and Community Service Activities that constitutes Part Three of this report, the regional campuses of Indiana University are already widely engaged in public service activities. Creation of a statewide data base could expand their range and quality of services by helping to assess, identify, communicate, and implement needed additional programs. The report concludes with an extensive list of recommendations to the system and the campuses. These include recommendations that: community service become a budget line item, that it be appropriately included in faculty reward systems, and that each campus commit to a broad program of public service activities that includes at least one “world class area.”

VIII. INFORMATION TECHNOLOGY

The proliferation of knowledge is both a boon and challenge for regional campuses. The proliferation and widespread availability of knowledge through the World Wide Web and the Internet means that their faculty and students can now tap into knowledge sources or communicate with colleagues nationally and internationally on an almost equal footing with the most prestigious of research institutions. New forms of instructional technology are similarly transforming classroom teaching and will do so increasingly in years to come, while distance learning technologies will enable the regional campuses to reach beyond their borders both in importing and delivering coursework.

While painting a bright picture of the special benefits that information technology can confer on the regional campus, the Information Technology report also spells out the
issues of articulation, standardization, and support services that will be necessary to assure the effective use of these new tools. A detailed section on technology infrastructure addresses issues of hardware, software, and networking support. The basic thesis of those recommendations is that students and faculty on the regional campuses cannot have second-rate access to technology. Preparing them for work in the 21st century requires that they have equitable and adequate access to technology and that their faculty be similarly supported, both with hardware and software and through training programs, that develop and upgrade their computer skills. Emphasizing that the regional campuses are too small to take advantage of the economies of scale available to research or large urban campuses, the report urges:

- implementation of a regular maintenance and replacement cycle for hardware and software on the regional campuses;
- creation of Teaching-Learning Technology Centers on each of the regional campuses;
- development of a Virtual Teaching-Learning Technology Center to be housed in the proposed Center for Regional Campus Excellence; and
- greater system support for infrastructure, networking, telecommunications, and faculty development programs.

IX. INTER-CAMPUS COLLABORATION

Technology makes inter-campus collaboration much more feasible. The small size of the IU regional campuses, their limited resources, and the need to achieve economies and potentialities of scale make collaboration a necessity. The report on Inter-Campus Collaboration stresses the importance of collaboration among the IU regional campuses among themselves and with Bloomington, IUPUI, and other institutions in:

- connecting faculty in their teaching, research and learning goals;
- promoting course collaboration among the four-year institutions and also with the emerging community college system, especially at the upper-divisional level;
- creating strengthened mechanisms for promoting and gaining external support for scholarly activities;
- disseminating information on effective teaching and retention strategies;
- expanding possibilities for student engagement in educational, community service programs, and job opportunity programs; and
- coordinated “brokering” of potential business partnerships for the regional campuses.

While recognizing the importance of maintaining individual campus identity, the report stresses the benefit for small institutions in greater cooperation both among themselves in within the entire Indiana University system, even though such collaboration will pose problems in governance, resource allocation, and faculty responsibilities. In two overarching recommendations, the report recommends the creation of the proposed Center for Regional Campus Excellence and improved system-wide attention to the needs and potential of IU’s regional colleges.
"Collectively," the report states, "the regional campuses represent a formidable group. They include a wealth of talents, resources, and array of constituencies and are a source of potential investigators and/or grant administrators to rival any single campus." The question now will be how best to reinforce and strengthen these capacities through inter-campus and intra-system collaboration.

X. MAJOR FINDINGS: TEN RECURRENT THEMES

The reports on all six topics summarized above converge on a single theme: the dynamic relationship between the mission and programs of the colleges, the nature of their student bodies, and the needs of their geographic areas. Within this broad conceptual framework, ten themes recur most frequently:

1. Active Learning: Students at regional campuses generally present a different academic and social profile from those at flagship institutions. They benefit from strategies that emphasize active rather than passive learning. Small classes and dedicated faculty are critical factors in assuring their success.

2. Outcome Orientation: Regional campuses enroll an academically broad-spectrum student body. They need to be judged by both a "value-added" standard that assesses what students have gained from their education and in relation to national norms.

3. Engaged Faculty: Faculty at regional campuses must change their focus from the mere "provision of content to the attainment of student learning outcomes."

4. Continuous Self-Assessment: All the reports emphasize the importance of continuous quality assessment and feedback into the teaching-learning process.

5. Institutional Incentives: If institutions are to change, the institutional reward system will need to emphasize innovative teaching, public service, and high-quality scholarly achievements.

6. Informational Technology: Information technology is transforming teaching and research. But there is a recurrent concern in the reports that the regional campuses are not fully sharing in the excellence of IU's informational technology infrastructure.

7. Calendar: Several reports voice concern that the academic calendar is currently too inflexible to meet the needs of working adults or other potential beneficiaries of higher education.

8. Community: The regional campuses maintain a synergetic relationship with their regions. Students benefit from internships, fieldwork, and volunteer activities. Communities benefit from the educational, cultural, and recreational advantages conferred by the regional campuses and the extensive public service they perform.
9. **Institutional Pride:** The reports outline an agenda for improvement, but do it from a base of pride in the campuses’ existing accomplishments. Many examples of “best practices” are drawn from the regional campuses themselves.

10. **System-Wide Support:** A number of the reports cite areas in which existing system-wide collaboration or potential collaborations among the regional campuses and with the system as a whole could greatly enhance the physical and intellectual resources of these campuses.

**XI. NEXT STEPS FOR INDIANA UNIVERSITY**

The six team reports contain approximately 200 specific recommendations for change based on a careful analysis of current campus conditions and on a review of “best practices” nationally. The recommendations of the individual teams have not been discussed among the different teams, nor have campus governance bodies adopted any of the reports as yet. The five chancellors initiated the project and endorse its general conclusions. But they, too, have yet to review it in depth or to analyze the practical steps that it suggests.

The Lead Consultant recommends the following steps be taken:

1. The President and the Board of Trustees should carefully review the document as an analysis of the current status of the regional campuses, the great benefits they provide to the system and the state, and the support that they need to keep pace with the rest of the University.

2. Discussions should also occur between the regional campus chancellors and the President and Board of Trustees to clarify the role of the regional campuses in the future development of the IU system and to identify those areas where greater system collaboration and support would be most helpful.

3. Appropriate campus governance bodies should also review the document as a guide to the actions that will be needed to bring the regional campuses in consonance with the educational needs of the 21st century. It is especially important that its key conclusions in regard to the teaching/learning process and the changing role of faculty be shared and discussed among faculty, without whose concurrence no lasting changes will occur.

4. Many of the team reports recommend the creation of a Center for Regional Campus Excellence to serve, at a minimum, as a clearinghouse for collaborative activities among the five campuses. The creation and format of such a Center could help reinforce the existing strengths of the five campuses and should be carefully considered.
Profile of Regional Campuses of Indiana University

Indiana University East (Richmond)
Indiana University Kokomo (Kokomo)
Indiana University Northwest (Gary)
Indiana University South Bend (South Bend)
Indiana University Southeast (New Albany)

Enrollment (Full-Time and Part-Time Headcount, Fall 1998)

Regional Campuses: 23,068
Total Indiana University: 92,479
Percent Total IU Enrollment: 24.9%
Indiana Residents as Percent of Total: 95%

Authorized Degree Programs: 1997-98

Certificate 15 (including 8 Purdue Statewide Technology)
Associate 77 (including 11 Purdue)
Baccalaureate 157 (including 7 Purdue)
Masters 24

Degrees Conferred: 1997-98

Certificate 227
Associate 863 (including 97 Purdue)
Baccalaureate 2250 (including 30 Purdue)
Masters 453
TOTAL: 3973

Total Number of Faculty, Lecturers and Academic Administrators

Full-Time 799 (48.5%)
Part-Time 848 (51.5%)

Facilities:

Number of Buildings 99
Gross Assignable Sq. Ft. 2,252,207

State of Indiana Appropriations: 1998-99

$79,991,968 (16.5% total Indiana University Appropriation)
Student Fees as Percentage of State Appropriation: 40%
INTRODUCTION

Indiana University must move forward now to the next level until it is recognized as one of the very best of the nation’s universities....

......President Myles Brand

I. ACHIEVING EXCELLENCE

The campuses of Indiana University fall into three broad categories—its research university (IU Bloomington), its large urban university (IUPUI), and its five regional colleges (East, Kokomo, Northwest, South Bend, and Southeast). Each of these institutional types has a distinctive mission and each fills an indispensable need in the state’s higher educational structure.

The regional colleges might be termed the “stay-at-home” institutions. Strategically located across the state, they are deeply rooted in their communities and crucial to the intellectual, cultural and economic vitality of their regions. One-quarter of all Indiana University students attend these institutions; many of them are unable to leave home for personal or financial reasons. For these students, however able they may be, the regional campuses are their only source of affordable higher education.
Ninety-five percent of regional campus students are Indiana residents, and 82.6% of them remain in the state after graduation as educated contributors to Indiana’s civic and economic development. Providing these students with a high-quality college education that competes with the best undergraduate campuses nationally is a strategic necessity for a state that still ranks very low by national norms in its percentage of college graduates.

A knowledge economy depends on a college-educated workforce. Indiana’s competitive economic edge is currently damaged by the high outmigration rates of its research university graduates (36.2% of Hoosiers and 89.2% of non-residents), who leave the state after receiving their degrees because they desire brighter job opportunities than the state can offer them. President Brand’s proposal to catapult IU into a leading national position is thus more than mere academic window-dressing and cannot simply be a plan for the Bloomington campus. It must be part of a university-wide educational overhaul designed to create twenty-first century job opportunities in Indiana by creating a home-grown, home-staying pool of graduates with twenty-first century educational skills. The five regional campuses are potential nerve-centers in a network of economic and social development for the state. Their pivotal role as providers of baccalaureate and masters degree programs will become even more important if Indiana’s proposed new community college system is not simply to become a dead-end for its graduates.

II. Defining Excellence

What constitutes quality for regional campuses? The traditional indicators do not work for these relatively small institutions. They do not enroll an elite student body. That would be contrary to their mission of serving the students of their region. They do not conduct high-volume, high-prestige research that requires low teaching loads and well-equipped facilities. They do not have multi-million dollar private endowments. They do not enjoy vast libraries or huge, specialized laboratory buildings. They do not have the public prestige accorded ivy-covered private liberal arts colleges or renowned research institutions. And yet, there are clearly differences among regional colleges across the nation--some weak, some good, some excellent. The question for IU must be how to assure that its regional campuses are among the nation’s best.

The absence of traditional indicators is, of course, only comparative. Regional campuses across the nation do enroll well-qualified students, do produce much excellent faculty research and scholarship, do have some private moneys, do have substantial facilities, and are often rightly held in great respect by their communities. But since these broad access institutions will always, by definition, score second-best on traditional scales, it is important to find other ways by which quality can be measured and assured—indicators that actually “get inside” the campus and look at the quality of teaching, learning, service and scholarship. With the role of regional campus changing and growing, it is appropriate to measure them not by fixed traditional standards but through the use of process and outcome measures, such as:

- the clarity and relevance of their missions;
• their identification and adoption of nationally recognized "best practices:"
• their emphasis on the quality of teaching and the outcomes of learning;
• their support for scholarly and public service activities; and
• their commitment to continuous self-assessment and benchmarking.

Measures such as these are increasingly being used by state systems nationally to clarify performance standards and heighten the expectations for their public campuses. By engaging in the Regional Campus Excellence project, Indiana’s five regional colleges have shown their willingness to be in the forefront of such change.

III. The Regional Campus Excellence Project

The Regional Campus Excellence project represents an 18-month effort spearheaded by the chancellors of the five regional campuses to rise to President Brand’s challenge.iii The project has been funded through a $200,000 grant from the Indiana University Innovation Fund. The six topics selected for study by the chancellors in consultation with Lead Consultant Alice Chandler were:

• teaching and learning
• academic program excellence
• faculty research and creative work
• community and public service
• instructional technology
• inter-campus collaboration

Because it is important that the work of academic planning be rooted in the academic institutions themselves, 90 faculty and staff members volunteered or were selected by their peers or chancellors to serve on each of the six teams addressing these topics. Starting in Fall 1998, each committee met three times for all-day sessions with nationally recognized consultants in their fields. Committee members conducted extensive research, explored exemplary programs at other institutions, and communicated with each other and with the consultants by telephone and e-mail between sessions. The six committee reports, which were completed in Fall 1999, have been distributed on all the regional campuses and are included as Part II of this report. (An extensive inventory of the public and community service activities currently being conducted by the regional campuses constitutes Part III. Lists of the team members, their meeting dates, the curriculum vitae for the consultants, and a selected bibliography of works consulted by the teams are included as Part One: V and VI and Part Two: VIII.)

IV. Starting with Students:

Any effort to define "best practices" on regional campuses—or, indeed, any undergraduate campus—must begin with its student body. Although the following listing
gives specific data only for the five Indiana regional campuses, the general picture they present strongly resembles that of regional or commuting colleges throughout the United States.

- 86.5% undergraduate
- 55.6% part-time (likely to be working adults with family responsibilities)
- 65.9% female (also likely to be working with family responsibilities)
- 4.22% minority students (varies by campus)\textsuperscript{iv}
- 61.5% first-generation college students (parents never attended college)
- 67.8% working, tax-payers\textsuperscript{v}

Given their strong local ties to work and family, it is no wonder that 82.6% of them remain in the state after graduation (compared with only 41.7% of all levels of degree recipients from the major research campuses.) These are important figures to bear in mind in a state in which net outflow of population exceeded net inflow from other states in 1998.\textsuperscript{vi} The graduates of Indiana’s regional colleges are the keystone of its labor force.

These demographic characteristics also explain the academic and social characteristics of Indiana’s regional college students—characteristics that very different from those of students at research universities. They provide an insight into the special kind of teaching and learning that needs to take place on regional campuses if such students are to persist to graduation and graduate with the requisite high level of skills.

A. Academic Characteristics:

About 55% of the Fall 1998 entering freshman class for the five regional campuses ranked in the top half of their high school graduating class. Their average SAT (Scholastic Aptitude Test) scores (combined verbal and mathematical) of 923 placed them relatively close to the 960 score that the National Center for Educational Statistics calls “moderately qualified” for college work.\textsuperscript{vii}

These averages, however, mask considerable differences in freshman preparedness for college work. There is very considerable overlap in SAT scores between the “moderately prepared” freshman at the regional campuses and the “highly qualified” students at the Bloomington campus. But far fewer regional campus students score at the high end of the SAT continuum and many more score at the lower end of the scale. (It is interesting to note that regional campus and IUPUI freshman have an almost identical range of scores.)

B. Social Characteristics:

The SAT is frequently misused as an intelligence test, which it is not. It is, however, an excellent predictor of first-year college grades and in that sense a good predictor of readiness for college. It is also an accepted measure of general learned abilities, not simply those acquired in high school but the more general verbal skills learned, for example, at the family dinner table. For that reason it is also an indirect measure
of family socioeconomic status and thus favors students from better-educated, more affluent social backgrounds.

As we have seen, the majority of regional campus freshman come from moderate or low-income families and do not have college-educated parents. These factors help explain their adequate but modest SAT scores. They also explain why many—though by no means all of them—lack the academic skills that are necessary for college-level work. Extremely pressed for time because of work and family responsibilities, they are courageous, hard-working, and risk-takers. However, they are not always realistic about the time-on-task needed to succeed academically, and their goals are practical and short-term. Their limited focus on the courses, degree, or certificate specifically related to their career aspirations often leads them to undervalue the more general knowledge and skills they need to acquire for future growth in their professions. Lacking in intellectual self-confidence, they benefit from the closer faculty attention available on smaller campuses.

The team report on “Teaching and Learning” addresses all these issues and outlines the kind of teaching needed to achieve successful learning on campuses. It expands on the social characteristics summarized above and the teaching strategies needed to promote success for students who often combine great personal strength with academic insecurity. Because the IU regional campus students are similar to students at non-residential, commuting state colleges across the nation, that discussion draws heavily—as does the rest of this report—on the “best”—because most successful—practices nationally.

V. Faculty

Faculty at the regional campuses have remarkably similar educational backgrounds to faculty at the Bloomington campus. The percentage of faculty members at all professorial ranks holding the doctorate or equivalent professional degree at the regional campuses is virtually the same as for the research campus, and they share many of the same aspirations for professional development.

<table>
<thead>
<tr>
<th></th>
<th>Bloomington</th>
<th>Regional Campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>87%</td>
<td>92%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>92%</td>
<td>83%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>84%</td>
<td>76%</td>
</tr>
</tbody>
</table>

Regional campus faculty have a significantly heavier classroom teaching load than faculty on the research campus. In the 1997-1998 academic year they taught 6.63 classroom sections compared with 4.18 for Bloomington faculty—a better than 3:2 ratio. Owing to differences in scale and the relative absence of large lecture sections, however, the greater number of classroom sections taught does not generate a significant difference
in the number of student credit hours generated (297 SCRH per faculty member at the
regionals compared to 289 at the Bloomington campus). viii

As the section on Academic Program Excellence makes plain, the academic quality of an
institution is in large measure dependent on the quality of its faculty. In this regard, the
IU regional campuses, with their very high levels of doctorally prepared faculty, are very
well positioned relative to national standards. Both teachers and scholars, these faculty
are prepared not simply to teach existing material but to research and incorporate cutting-
edge knowledge into their classroom instruction.

A real weakness of the regional campuses at the present time is the high proportion of
classes taught by part-time faculty. Adjuncts constitute 51.5% of their teaching staff and
teach 54.8% of IU’s regional college campuses. ix This figure places the IU regional
campuses well above the national norm of 30-50% at four-year public colleges and
universities. x Given the importance of student-faculty contact on the regional campus,
this overuse of what are sometimes called “briefcase” faculty—meaning they pick up
their briefcases and go at the end of class—deprives students of the out-of-classroom
contact with faculty that is one of the single greatest factors in academic success.

VI. Campus and Community:

The regional campuses are closely interwoven with their communities. Their students are
either local residents or come from contiguous counties. Their faculty and staff are
similarly local. A myriad of daily personal interactions—as consumers, as residents, as
members of civic organizations, as volunteers—confirms the relationship between town
and gown. For many Indiana residents their regional college, with its athletic facilities
and programs and its publicly-available concerts, lectures, and art and theater programs
are a much-appreciated source of personal enrichment.

Institutional relationships are also powerful and pervasive. Among the discoveries of this
report are the hundreds of campus-initiated public service activities that the regional
colleges conduct on behalf of their communities. Part Three of this report, the 99-page
Regional Campus Community Service Inventory makes no claim of completeness. It is
simply a list compiled by faculty members from the five campuses based on their own
review of public service activities on their campuses. The full story of the economic and
social benefits that regional campuses bestow on the state remains to be compiled. But
these public service activities—which include retraining programs, technology transfer,
and economic development programs—contribute heavily to the state’s strategic goals of
sustaining a high quality workforce, attracting “frontier” industries, and enhancing its
cultural and intellectual environment. In this regard, the five campuses meet the
definition of what the Aspen Institute calls “The New Regional University.”

The primary mission of regional universities should be to serve the intellectual, cultural,
social, and economic needs of a particular region. They need to be attuned to the needs of
their region and capable of change and redirection as the needs of the region itself change.
The term "Regional" should not convey the impression that the institution is restricted or isolated, nor should the term imply that national concerns will be of no interest. Instead, the term "regional university" connotes the enhanced connection between the institution and the fortunes of a region in a way that promotes the flexibility required for the institution to respond to regional concerns as they develop and change.

VII. Major Findings: Ten Recurrent Themes

The reports on the six topics selected for study as part of the Regional Campus Excellence converge on a single theme: the dynamic relationship between the mission and programs of the colleges, the nature of their student bodies, and the needs of their geographic areas. Since the individual team reports are synopsized both in the "Executive Summary" and the "Summaries of Team Reports," this introduction will look expand upon the ten major findings or recurrent themes that emerge from the separate discussions. Together, they help define what a top-notch regional campus should be and point the way toward the next steps that must be taken to enable Indiana's regional campuses to rank with the very best.

1. Active Learning: Almost all of the reports begin by describing the regional campus student body and defining its special educational needs. They see learning as an active process in which students do not simply acquire knowledge passively by listening to lectures, but as a dynamic process in which dialog, debate, and inquiry drive the student toward an active involvement with learning. The goal is to educate graduates who have specific knowledge of their fields, but who also have the capacity to think critically, to communicate effectively, and to solve problems that may require them to acquire new knowledge and to understand and integrate differing points of view. Small classes, dedicated faculty, and strong academic support are also critical factors here.

2. Outcomes Orientation: Like the hundreds of other non-residential, relatively non-selective campuses across the country, the IU regional campuses, need to be judged both by a "value-added" standard that assesses what students have gained from their education and in relation to national norms. These outcomes can be measured by tests, papers, and portfolios as well as by graduate school admission rates and employer satisfaction surveys.

3. Engaged Faculty: All the reports present a changing view of faculty. They ask the faculty to change the focus of their teaching from "the provision of content to the attainment of student learning outcomes." Such pedagogic change requires continuous self-scrutiny and self-improvement and active engagement with students both within and without the classroom. Faculty are also encouraged to be active scholars along all four dimensions of scholarly endeavor—discovery, teaching, application, and synthesis—and to be active participants in community service as well. As on all campuses, faculty are also being challenged to expand their use and understanding of informational technology as a teaching and research tool.
4. *Continuous Self-Assessment:* The same kinds of concern that motivate continuous quality improvement in business and industry also inform many of the team reports. Particularly in regard to classroom teaching and learning, several of the reports call both for ongoing self-scrutiny and for external reviews by experts in the field. The sense that student learning can be improved by constant review of teaching effectiveness is repeatedly emphasized in the team reports.

5. *Institutional Incentives:* Most of the teams concur that if institutions are to change, the institutional reward system needs to be changed. Innovative teaching and public service activities need to be acknowledged in tenure and promotion decisions, and the evaluation and recognition of scholarly activity need to be more prominent and more rigorous.

6. *Informational Technology:* Ever-changing technologies are transforming teaching at the same time that they are expanding the scholarly contacts available to faculty on small regional campuses. There is a recurrent concern in the reports that despite the over-all excellence of IU’s information technology infrastructure, the regional campuses are not keeping pace with developments on the larger campuses with their greater resources and capacity for economies of scale. Information technology is also seen as contributing to the regional campuses’ ability to develop a data bank of needs and better meet the public service requirements of their communities.

7. *Calendar:* Several of the reports voice concern over the rigidity of the academic calendar, which is seen as not necessarily meeting either the needs of working students nor the potential adult audience in the region which could be benefit from more flexible dates and hours.

8. *Community:* The reports highlight a symbiotic relationship between the regional campus and its community. Students benefit from internships, fieldwork, and volunteer activities that take them actively into the community; and the community benefits from the educational, cultural, and recreational advantages conferred by college campuses. The extensive public service the five campuses perform is an added “return on investment” for the state. Several of the reports devote attention to the emerging community colleges, noting the importance of adequate transfer mechanisms into the senior colleges and looking to possible areas of collaboration.

9. *Institutional Pride:* The reports outline an agenda for improvement, but do it from a base of pride in the campuses’ existing accomplishments. Many of the “best practices” examples cited in the team reports are drawn from the regional campuses themselves, which are seen as having real strengths in pedagogy, assessment methodologies, various forms of scholarly activity, and community service activities.

10. *System-Wide Support:* A number of the reports cite areas in which existing system-wide collaboration or potential collaborations could greatly enhance the intellectual and physical resources available to the regional campuses. The section on Inter-Campus Cooperation shows how cooperative activities among the regional campuses
and greater collaborative support from the system as a whole could extend course and program availability, enhance faculty development, support research and scholarship, and increase student success.

VIII. Next Steps for Indiana University

The six team reports contain approximately 200 specific recommendations for change. These recommendations are based on a careful analysis of current campus conditions and on a review of best practices nationally. Detailed and thoughtful as they may be, however, the reports are not yet a blueprint for change. The conclusions reached in the reports represent only the deliberations of the six teams and their consultants. They have not been discussed among the different teams, nor have campus governance bodies adopted any of the reports as yet. The five chancellors initiated the project and endorse its general conclusions. But they, too, have yet to review it in depth or to analyze the practical steps that must be taken to turn the map into an action chart, with specific goals, timelines, and budgetary provisions.

What, then, are the next steps to take? It is this consultant’s belief that:

1. The President and the Board of Trustees should carefully review this document as an analysis of the current status of the regional campuses, the great benefits they provide to the system and the state, and the support that they need to keep pace with the rest of the University.

2. Discussions should also occur between the regional campus chancellors and the President and Board of Trustees to clarify the role of the regional campuses in the future development of the IU system and to identify those areas where greater system collaboration and support would be most helpful.

3. Appropriate campus governance bodies should also review this document as a guide to the actions that will be needed to bring the regional campuses in consonance with the educational needs of the 21st century. It is especially important that its key conclusions in regard to the teaching/learning process and the changing role of faculty be shared and discussed among faculty, without whose concurrence no lasting changes will occur.

4. Many of the team reports recommend the creation of a Center for Regional Campus Excellence to serve, at a minimum, as a clearinghouse for collaborative activities among the five campuses. The creation and format of such a Center could help reinforce the existing strengths of the five campuses and should be carefully considered.
1 Chancellors Emita Hill and Hilda Richards were involved in the project at its inception and during much of its early development.
1 This figure and the preceding figure on first-generation students are taken from Kokomo data. University-wide data is not available on this subject, but Kokomo is typical.
1 [http://nces.ed.gov/pubs98/condition98/c9808e01.html](http://nces.ed.gov/pubs98/condition98/c9808e01.html). Most regional campus students take the SAT exams rather than the ACT. Average ACT scores for regional campus students would seem to place that cohort above the “minimally qualified” but further below the “moderately qualified” level.
1 Faculty compensation scales are significantly different between the research campus and the regionals. Average full professorial salaries at the Bloomington campus topped out at $96,300 in 1997-98 in comparison with a high of $76,800 to a low of $69,900 at the regional campuses. Salaries for Associate and Assistant Professors were also lower at the regionals, but the differences were somewhat less.
1 Source for this figure needs to be checked.
SUMMARIES OF TEAM REPORTS

• Student Teaching and Learning
• Academic Program Excellence
• Faculty Research and Creative Work
• Regional and Community Service
• Information Technology
• Inter-Campus Collaboration
SUMMARY:

STUDENT TEACHING AND LEARNING
I. Characteristics of Regional Campus Students

The overarching characteristics of regional campus students are those of the region from which they come. Thus students at different IU regional campuses vary from each other. They also differ greatly from students at residential, flagship campuses. Students on regional campuses are usually highly diverse in age, race, ethnic background, learning styles, academic preparedness and aptitude, understanding of academic life, and educational objectives. But they tend to share a practical job-oriented focus to higher education. They demand that faculty provide them with knowledge that they can utilize to further their careers. The shift on Indiana regional campuses to greater proportions of traditional-age students suggests a rising college-going rate. In Indiana, as nationally, higher education is increasingly seen as necessary for a reasonable work life and income level. Although often the first in their families to attend college, these students are bolstered by familial and societal expectations and aspirations for college education.

Many IU regional campus students come to college with SAT scores and other indicators that show them to be as well prepared as students on the flagship campus. But significant numbers face challenges in academic work:

- They may lack reading, critical thinking, basic communication, math, and problem-solving skills that are necessary for college-level work.
- They may not have effective study habits and time-management skills. They may lack the kinds of assertiveness, punctuality, and other behaviors that typically characterize a middle-class, upwardly-mobile population.
- They may have a narrow view of education, be extremely practical, and focus on achieving their degree or certificate.
- They are extremely pressed for time, and may be unrealistic about their ability to carry courses, work, and family responsibilities.
- They may have had little experience of academic success and, therefore, lack self-confidence academically.
- Students may exhibit high anxiety, as well as personal and emotional problems.

Despite these difficulties, regional campus students also possess significant strengths that must be appreciated and built upon. Here are some statements from regional campus faculty about the students they see in their classes:

- “Our students don’t want a world with the racism and poverty that earlier generations have tolerated”
- “Our students are focused and practical. They want to apply their learning to real-life situations.”
- “Our older students, even many younger students, tend to have jobs and families. They are often stable, purposeful, and know why they want an education.”
• “Our students are often engaged and active citizens. They are rooted to the region and understand it.”
• “Our students are looking for community, for a sense of continuum in their lives.”
• “Our students are often balancing competing priorities with ingenuity, courage, and skill.”
• “Our students are seeking new jobs and roles which may lie outside the traditional expectations of their ethnic group and socio-economic class. They are often visionaries and risk-takers.”

II. Recruitment of Regional Campus Students

The specific mission of the regional campus is to serve the educational needs of the local region. Particularly in view of Indiana’s still-low college-going rate, part of that mission involves raising the expectation level of local citizens whose education might benefit them and the region and actively encourage them to enroll. Excellence in recruitment outcomes means that the regional campus successfully recruits that group of regional students whose educational goals it can best serve and who have the potential for academic success. This includes historically underserved populations.

Best Practices:

• Interaction of prospective students with faculty and staff who are well-informed and welcoming.
• Meetings with present and former students.
• Climate of acceptance and welcome on the campus.
• Widespread sites for recruitment, including churches, mosques, synagogues, social groups, high schools, athletics, scouts, and the like, to create a good public relations system for the campus.
• Public relations conducted through a variety of media that engender respect and understanding toward the university’s quality, accessibility, and mission, and that present this message in accurate and attractive ways to students, employers, and citizens.

Recommendations:

• The five regional campuses should each appoint a task force to assess the effectiveness of their recruitment outcomes and efforts and to make specific recommendations for improvement. Faculty, recruitment staff, admissions counselors, local community members, and high school counselors and students should be involved in the review.
• Consideration should be given to combining such campus reviews with broader studies of IU campus missions and statewide educational services.
Assessment:

Recruitment efforts:
- Analyze recruitment methods to see whether they are consonant with the recruitment strategies that the literature or the university’s experience suggests are appropriate for the target populations. Do they involve faculty and students, occur in appropriate sites, etc.?

Recruitment outcomes:
- Assess populations in the region, using census data, surveys, high school graduation rates, and the like.
- Define the populations the institution can serve and who have a chance of success.
- Assess whether those populations are appropriately represented on the campus.
- Compare Indiana rates with national student profile/rate norms as relevant for comparable institutions.
- Pay special attention to enrollment rates of traditionally underserved populations who can benefit from the institution’s mission and focus.

III. Student Learning on Regional Campuses

The true test of student learning on all campuses lies in the knowledge, competencies, and values that graduates carry away from their education. This is especially true on regional campuses where the underpreparation of many entering students demands a clear focus on the definition and rigorous monitoring of graduation standards. The criteria of excellence to be applied to students leaving IU regional campuses include:

- Specific knowledge in the field to equip them as competent professionals
- Empowerment to make informed decisions in work, civil life, and personal life
- Ability to think critically and solve problems in a variety of disciplines, including mathematics, business, etc. Inclination to move beyond a simplistic, right-or-wrong perspectives on complex issues and to respect alternative points of view
- Ability to communicate clearly and convincingly, orally and in writing, using edited standard written English, to a variety of audiences and purposes
- Ability to conduct research, gather data, distinguish the quality of information, and integrate information for a variety of purposes and audiences
- Integrative perspective that is multi-disciplinary
- Mutual respect and appreciation of diversity of all kinds
- Ability to collaborate effectively with others
- Ability to live with ambiguity and change
- Employability in the region
- Knowledge of the region and inclination to engage in the region as workers and citizens
Best Practices:

- Raymond Walters College, a campus of the University of Cincinnati, uses rigorous assessment of classroom work, judged by specific standards and criteria, to improve individual, departmental, and campus-wide teaching methods. Their system of having classroom teachers meet as departments to share their individual classroom assessments and to plan departmental and institutional action accommodates the difficulties and challenges of assessment on a commuter campus.

- The IU FACET program conducts successful faculty development programs and is working to develop modes of assessing student classroom learning and excellence in teaching.

- On all five IU regional campuses, the academic departments are engaged in self-evaluation programs designed to improve the quality of classroom instruction and the level of student learning. [See the complete report on Teaching and Learning in Part II.]

Recommendations:

- Campuses should develop a regional campus pilot of the classroom-based assessment model for departments and general-education outlined by Walvoord and others (1995; 1998).

- Campus teaching-learning centers, in collaboration with FACET, should conduct workshops and consulting for faculty on all campuses about how to assess student learning in their classrooms.

- Campuses should consider using the National Survey of Student Engagement, now being developed by NCHEMS (National Center for Higher Education Management Systems) and piloted by a number of institutions nationally, including some regional campuses and IUPUI. Because student learning is so closely linked to student engagement, this test seeks to address learning by measuring student engagement.

Assessment:

Assessment of student learning for a regional campus must employ multiple measures that look at once to what is happening in the classroom and to the standards that students must meet in entering the world of work. These multiple modes of assessment include:

- Uses multiple measures of student learning, including some measures that directly assess student performances such as tests, papers, projects, and workplace performance.

- May also include some indirect measures of learning such as student surveys of what they think they learned, employer surveys, job placement data, and the like.
• Measures students' performance both against nationally-normed standards and also as value-added (that is, measuring how much the student learns between entry and exit), which is an important key to regional campus assessment.
• Characterized by widespread faculty buy-in and use of the assessment information for classroom, departmental, and institutional improvement.
• Used at classroom, departmental, and campus levels for improvement of instruction and other aspects that contribute to student learning.

IV. Teaching Regional Campus Students

Student engagement (spending time on task, contributing in class, and contacting faculty members) has consistently been shown to be the most important variable in student learning. But such engagement in learning is more difficult when students live at home and when they are employed for long hours. On regional campuses, the absence of an active learning environment, one that engages students with faculty and with other students in the classroom, cannot be mitigated by tangential compensatory experiences in residence halls, clubs and organizations, or in the larger campus culture. To engage students who typically populate regional campuses may require different teaching strategies from those used on research or residential campuses. Regional students may need help in allocating time to school work that goes beyond the bare minimum. They may also need support in getting to know and work with fellow students and in developing curiosity and initiative.

A. Teachers' Strategies and Behaviors:

The research shows, as an overarching principle, that excellent teaching focuses on student engagement and student learning. Teachers must seek to know their students and to begin course planning with consideration of student characteristics and needs. Effective teachers recognize that learning is a combination of the students’ own responsibility and a teacher’s actions. Such faculty take responsibility for doing their best to encourage strong motivation and time on task, rather than merely blaming the students for their inadequacies. The literature suggests that student learning will be more fully enhanced when the teacher follows these nine principles:

1. **Emphasizes time on task.** Learning requires sufficient time and energy. Mastering skills and course content requires that students allot adequate time to learning. Teachers and the institution must help students to create realistic time expectations and to develop effective time management.

2. **Sets high expectations.** Only by requiring excellent performance will students achieve excellence results. Students must be challenged to do their best work, to stretch beyond their immediate reach.

3. **Presents course material clearly.** Students learn best when they view teacher presentations as clear, organized, understandable, and interesting. To learn, students must be able to make sense of a teacher’s presentations. Additionally, teachers
enhance learning when they find ways of presenting material that engages, stimulates, and motivates students.

4. **Promotes active learning.** Learning requires students to become actively engaged in the learning process. Regional campuses, because of their smaller classes, have the unique opportunity to improve upon the lecture mode, which often keeps students passive, and which is the dominant mode for first-year student learning at many large residential institutions that manage large numbers of students in huge classes.

5. **Respects the diverse talents and particular challenges of the student body.** Faculty understand the characteristics of regional campus students and build on their strengths, as listed earlier.

6. **Takes advantage of the region.** To promote student engagement faculty incorporate as relevant student field trips, web-based communication with practitioners and experts throughout the region and the world, internships, speakers, and data/references/examples that draw upon the region.

7. **Emphasizes student-faculty contact.** Frequent contact between students and faculty in and outside of class helps to motivate and involve students and is a crucial factor in student success. Faculty-student contact allows for feedback about course material and student performance and allows faculty to show concern for students and their learning.

8. **Encourages cooperation among students.** Research has shown that student learning is increased when students view learning as a social and collaborative activity. By working together, students can learn from one another and achieve greater involvement.

9. **Provides prompt feedback.** Students need to know what they have learned and what they still need to learn. They need frequent opportunities in and outside of class to perform, to receive feedback about their performance, and to receive suggestions about how they can improve. Students need opportunities to reflect on what they have learned, what they still need to learn, and how they can evaluate their own learning.

Learning requires teachers who are both knowledgeable in their field and in the literature and the best practices in teaching and learning. A tenth principle can thus be added to the preceding nine:

10. **Insists upon an engaged faculty:** Learning requires teachers who engage in ongoing activities aimed at updating and enlarging their knowledge of their academic disciplines, improving their teaching, and increasing student learning.

**Best Practices:**

The following examples demonstrate how student engagement in learning may be increased:

- To involve students in the learning process, several departments at Dickinson College embraced a workshop approach to teaching introductory science courses, encouraging
peer discussion and emphasizing hands-on experimentation instead of the traditional lecture/lab.

- The School for Social Ecology at the University of California—Irvine requires its students to solve problems in their major by participating in a field study in legal services offices, police departments, hospitals, child care facilities, and similar agencies and organizations.

**Recommendations:**

- By the Fall 2000, the regional campuses will create a document that articulates expectations and responsibilities for teaching and learning for both faculty and students.
- By Fall 2001, 50% of faculty will know and commit to using the ten principles of excellence in teaching and learning. (Assessment measures for 2-5 are listed below).
- By the Fall 2002, 50% of regular faculty will be engaged in at least one, on-going self-improvement teaching activity per year (workshops, portfolios, reading, class observations, peer review, classroom assessment, teaching circles, etc.)
- By the Fall 2003, 50% of faculty will articulate the first nine principles in their syllabi and incorporate them into their course design.
- By the Fall 2004, 50% of faculty will use the first nine principles as related to their discipline.

**Assessment:**

To evaluate the success of the regional campuses in meeting the five goals listed above for achieving excellence in teaching and learning, campuses should commit to the following assessment activities:

- Survey faculty to assess their knowledge of and commitment to the ten principles.
- Survey students to assess whether faculty are using the first nine principles in their instruction and course design.
- Observe classes, course syllabi, and course materials to assess whether faculty are using the first nine principles in their instruction and in their course design.
- Survey faculty regarding teaching-related improvement activities they engage in during the academic year (Principle #10).
- Quantify faculty participation in improvement activities by reviewing the faculty’s annual reports and by collecting from teaching-learning centers the number of center visits and consultations by faculty and the faculty attendance at teaching-learning activities (Principle #10).

**B. Institutional Support for Excellent Teaching:**

Implementing the teaching goals outlined above will require a significant commitment of resources, technology, and on-going faculty development. An institutional environment for teaching excellence must be created which includes:
• Provision for faculty development: workshops, conversations, ongoing consultation;
• A departmental climate that supports excellence in teaching;
• Rewards and incentives that recognize and support excellence in teaching;
• Technological support that enhances excellent teaching and learning; and
• Calendar and scheduling that support excellence in teaching and learning.

Best Practices:

• The IU FACET program is again instanced here as an excellent example of system-wide commitment to faculty development.

Recommendations:

The respective regional campuses should:

• educate their faculty regarding the nine principles and best practices through teaching and learning centers, academic affairs offices, and other appropriate offices and organizations (including FACET);
• sponsor workshops, teaching circles, peer observations, mentoring programs for new faculty, and other teaching improvement activities through appropriate organizations and offices;
• encourage faculty, staff, students, and administration to engage in conversations to identify and articulate expectations and responsibilities for both faculty and students that lead to excellence in teaching and learning;
• create opportunities and places for faculty and students to interact;
• incorporate the ten principles as criteria in annual reviews, promotion and tenure, teaching awards, and internal teaching-related grants and fellowships;
• identify and develop the appropriate technological infrastructure and support for achieving excellence in teaching and learning; and
• create incentives and grants to support faculty for course development and pedagogic innovation and training.

Assessment:

Institutional support for teaching may be assessed by the following methods:

• Records of activities (such as workshops) and of services (such as consultations and computer support).
• Surveys of faculty to determine their knowledge of, and level of satisfaction with, the education and support, rewards and incentives, and climate for teaching.
• Measures of faculty utilization of excellent teaching strategies (see above “Assessment of Teaching Goals”) may also be useful as indirect measures of the effectiveness of institutional support.
V. Improving Student Persistence (Retention Rate)

The term "persistence" is used here rather than the more common term "retention" because persistence has a more constructive connotation and indicates the importance of the student's role in the outcome.

A regional campus typically serves students with a wide variety of goals. Excellence in student persistence means the percentage of students who fulfill their own goals for completion of a degree or certificate at the regional campus, complete a degree or certificate at another campus, or merely take a few courses to gain new skills. It is important that campuses encourage students to raise their degree expectations as their own talents and the state's workforce needs suggest.

The literature strongly suggests that the most decisive factors in student persistence are:
- The degree to which the student is integrated into the life of the campus;
- Interaction with faculty and peers;
- Becoming involved in their studies.

Two factors that have been found to have the greatest negative relationship to degree completion are:
- Work off campus.
- Commuting.

Since all of their students commute and 70-80% of them are employed, regional campuses cannot be compared to campuses with different resident and employment patterns. Student involvement at a commuting campus must therefore come primarily through the student's academic experience, structure so as to provide maximum students involvement, interaction with faculty and peers, and responsibility for their own learning.

Best Practices:

In working to improve student persistence, best practices include:

- Learning communities, which link two or more courses to provide a shared academic experience.
- Learning compacts/contracts, which are explicit statements of the responsibilities of students and the university or the individual faculty member. They provide a dialogue with students about their own responsibilities for learning and success. Example: the contract used by the University College at IUPUI.
- Peer-Led Supplemental Instruction, which uses advanced students to provide supplemental instruction sessions that help students learn the given material, rather than tutor them in the strictest sense of the word. Example: Under the Lilly Retention Grant, several regional campuses are using pioneer programs at the University of Missouri--Kansas City as a model.
• Active Learning, which is the use of teaching practices that require active involvement by students outside and inside the classroom. Examples: IU faculty reports in the April 1999 issue of Research and Creative Activity, published by the Office of Research and the University Graduate School.

Recommendations:

In seeking to improve student persistence, campuses should seek to help students overcome barriers by addressing the:

• Need for Developmental Education: Ensure that the already extensive developmental education services are in accord with best practices as demonstrated by research at such nationally respected places as the Center for Developmental Education at Appalachian State University.

• Need to Integrate Work and School: Given that 70-80% of regional campus students are employed, ways must be found to reduce the incompatibility of employment with school.
  ➢ Students work on campus, as at Berea College in Kentucky.
  ➢ Campuses partner with employers to fit work with school in a planned way, as at Metro College in Louisville, where a partnership of three public post-secondary providers and United Parcel Service leaves students free for school after 2 p.m. but frees them for UPS work between Thanksgiving and New Year’s (the heaviest package shipping time).
  ➢ Blend work and school through internships, coop programs (such as those pioneered at the University of Cincinnati), service or community-based learning, and the like.
  ➢ Use electronic devices and/or off-campus classroom sites to deliver some of a student’s instruction, knowledge access, and communication with teacher and peers. Such devices offer flexibility in terms of space (when instruction is transported to the student’s home or place of work) and/or time (when instruction is asynchronous).

Assessment:

A. Efforts:

Campuses need to review the:

• Presence and quality of programs such as those described above;
• Presence of developmental and counseling services that follow accepted practices in the field.
• Presence of early warning systems for all students.
B. Outcomes:

Completion of a degree within six years at a regional campus is not an appropriate measure for regional campus student populations. More meaningful measures are:

- Completion of a degree or certificate in 8-10 years, at any institution, if the student’s goal was to complete the degree or certificate. This will require tracking students who later enroll in other institutions.
  > Example: Raymond Walters College, a two-year regional campus of the University of Cincinnati, has tracked its students when they transfer to the university campus and has demonstrated that they do as well or better than the students who took their first two years on the university campus. The college has used this information very widely and to very good effect in demonstrating their own excellence.

- Completion of a student’s defined goals: if the student leaves because she/he has completed his or her goal for education, even if that goal was only to take one or two courses, the institution should be credited with having succeeded, not failed, in meeting the needs of that student. Further, regional campuses face a variety of factors that cause students to leave through no fault of the institution: the student’s family moves out of the region; the student becomes overwhelmed with financial or family problems; the student gets a good job; and so on. Assessment measures may include interviews or telephone surveys of students who have left, to determine their reasons for doing so.

In general, regional campuses need to assess where they stand nationally in relation to student persistence; investigate the causes of weak persistence, wherever they may occur, through surveys and exit interviews; and utilize the nationally-recognized kinds of programs and assessment strategies cited here to assure the highest possible persistence rates among its students. System-wide data should be developed to track student movement from campus to campus over time.
SUMMARY

ACADEMIC PROGRAM EXCELLENCE
I. DEVELOPING ACADEMIC PROGRAM EXCELLENCE

Excellence in academic programming has several key dimensions. It is defined by

- the faculty who prepare the curriculum and by their peers in the field of study,
- by the prior education, interests and abilities of its students, and
- by society’s expectations for human, financial and technological development.

To achieve excellence, Indiana University regional campuses must demonstrate the vitality and rigor of their programs compared to like programs in the best regional institutions. They must also show how they begin with the entering educational abilities of their students and prepare them for careers within and beyond the region and for further baccalaureate, graduate or professional study.

The missions of regional campuses differ in significant ways from those of the research campuses and, by definition, reflect the distinctive needs of the local regions that each serves. Judgments about academic programming excellence must consider these differences in mission, both between the regional campuses and the core research campuses and among the five regional campuses themselves. Excellent academic programs on regional campuses must first and foremost have clearly articulated educational goals and objectives that address and fulfill the campus mission. They must also have comprehensive and systematic student learning outcomes assessment that provides data demonstrating the success of student learning as well as data that are used to continuously improve the programs. Excellent academic programs--majors, minors, and the general education components of the baccalaureate and associate degrees)--must be evaluated through regular program review involving faculty from outside of the program, both from on and off campus. These reviews examine both the quality of the:

- program inputs (faculty, staff, resources, facilities, students, etc.), and
- program outputs (student learning, degree or program completion rates, post-graduate successes in schooling and employment, etc.).

Program excellence also occurs at the nexus between curricular and co-curricular activities, where both support the academic and social development of the student. The effectiveness of programs and co-curricular services can be greatly increased by creating environments where students and faculty can easily interact in- and out of classes, where classrooms are designed as learning communities with capacities appropriate to the pedagogies employed. Program excellence thus demands:

- talented and committed faculty and student affairs professionals;
- substantial library and information technology resources;
- campus facilities designed, provided, maintained and used in a manner that fosters personal and intellectual development, discourse and community among students, faculty and communities the regional campus serves; and
- access to the latest appropriate instructional technology and to the technical and
instructional support services that enable faculty to integrate technically most effectively into their academic programs and into the teaching-learning process.

Best Practices:

- Rigor in program review are well demonstrated by Portland State University, Beise State University, Ball State University, and Kings College.

Recommendations:

- The regional campuses of Indiana University should provide evidence of their support for the professional development of the faculty in pedagogy, program development and their field of study. An annual meeting or networking among faculties of like fields of study should be established for the purpose of exchanging information on innovations, trends, and issues. Each campus should establish and sustain a regular, systematic review of each academic program, including information on the students’ entering abilities, progress and persistence, and demonstration of expectations and competencies upon program completion. Information should also be maintained on the strengths and weaknesses of the program relative to a chosen set of peers outside the IU system. Each campus should have a published policy on academic freedom and a faculty governance unit responsible for its oversight.

- Each academic program of the IU regional campuses should have a systematic program of student assessment that includes the relevant and appropriate knowledge, skills, attitudes and capacities that students are to attain; the methods and measures for describing this learning; and clear mechanisms for students and faculty to receive timely and useful feedback from such assessments so that the program and the student can continuously improve.

- Each program should demonstrate through the program review process how information regarding incoming student interests and prior education are used in formulating initial courses in the program sequence.

- Students who experience difficulty in initial or subsequent courses in a program sequence should have clear ways to receive assistance. The admissions office, student counseling office, and career placement office should evidence through their program review process clear and substantive ways in which students in each academic program received assistance in gaining the cognitive, affective and interpersonal capacities to succeed. Student assessments should be embedded in the academic program and should be part of the regular work of the program faculty, monitoring student progress from entry, through key midpoints in their program of study, and at graduation along the multiple dimensions of learning reflected in program goals.

- Program goals need to be stated and their relevance to student learning explained. Course syllabi should state clearly which program goals are developed in the individual course, how they are developed, and how student learning toward those goals is assessed. Web pages, university bulletins, and program brochures should consistently and clearly explain program aims, organization, instructional activities, and assessment strategies. Program review processes should include demonstration
that students have received sufficient time and instruction in order to develop key knowledge, skills and capacities and sufficient opportunity to practice and to apply that knowledge through their educational program.

II. INPUTS TO THE ACADEMIC PROGRAM

An excellent academic program incorporates the latest trends, research and knowledge of the field of study. To do this, faculty designing and delivering the program must have active and vital access and involvement in the field. Freedom of intellectual inquiry for faculty and student is a fundamental attribute of such a program, as is the institutional support and expectations that enable the faculty to engage with their colleagues and with their scholarly and professional societies in order to bring the latest developments to their classrooms. Program excellence also requires adequate and appropriate technology and library resources.

At the program level, achieving academic excellence requires systematic and ongoing comparison of program goals, course sequences, pedagogical practices and evaluation with programs of comparable scope, resources and students served. For the regional campuses of Indiana University, it also suggests the establishment and maintenance of a communication network to share program information and practices among the faculty of the various campuses. Comparisons among like programs within and outside the IU system of regional campuses should necessarily include inputs such as:

- the quality and background of the faculty,
- the availability and use of instructional technology resources, and
- the condition, depth and breadth of library resources relative to the depth, breadth and degree levels provided by the program.

An excellent academic program represents knowledge and capacities of the field in such a manner that students can learn and succeed in their chosen field of study. Research demonstrates that the more heterogeneous the student population in social and educational background, the greater the need for:

- assessment of their entering knowledge and capacities for proactive advising on what it means academically and socially to be a college student,
- effective designs for actively engaging students in their learning in their first terms of enrollment, and
- clear and frequent forms of feedback on their strengths, weaknesses and progress toward their degree goals.

At the regional campuses of the Indiana University, a growing majority of students are first generation. They have neither friends nor family members who have direct experience in university studies. They need affirmation that they can succeed and guidance on how to attain success as well as clearly articulated expectations for their academic performance in their chosen educational programs.
Research shows the co-curriculum to play as vital a role in student success as the curriculum itself. The quality of the faculty—both full- and part-time—needs be gauged not only on their mastery of the field, the depth of their professional experience, and their effectiveness as teachers but also in their capacity to engage students in activities outside the classroom that are supportive of their learning. Successful faculty on a regional campus must be able to work constructively with colleagues in planning sequences of courses and out-of-class activities that provide students with the ability to attain personal and programmatic goals. Additional qualities of the faculty include their effective use of technology in their instruction and their ability to exploit effectively the learning resources of the campus library.

An excellent academic program reflects the social, economic, and technological expectations of the larger society. Such a program prepares students with the knowledge, skills and capacities necessary to contribute meaningfully in a career, in family life, and as a productive citizen of the community. For the campuses of Indiana University, an excellent academic program is one that produces graduates in fields of knowledge that complement the social and economic vitality of the region. Program excellence thus requires close connection with the major fields of employment and employers of the region and with the demographic, economic and technological trends of the area. Such connection must be manifest in the linkage between competencies and standards of the program and employers’ expectations. Additionally, it should be seen in the development of broad generic skills that serve employers well in times of rapid change and promote career mobility in individuals, including effective oral and written communication, problem-solving, creative and critical analysis, teamwork and collaboration.

Best Practices:

- Excellent systemwide communication networks are exemplified in the institutions of the California State University System, the Washington Center for the Humanities, the University of North Carolina-Asheville’s Institute on General Education, and the annual Colorado Higher Education Conference on Assessment.
- Campuses making effective use of benchmarking practices in program review can be found at Youngstown State University and Northern Kentucky University.
- Such affirmation, guidance and articulation of expectations have been well documented and exemplified in the Urban Partnership Program of the Ford Foundation

Recommendations:

- Organize interdisciplinary undergraduate programs to capitalize on the intimacy of the regional campus and interaction of students and faculty from a variety of fields, to encourage faculty, staff and students to study and reflect beyond disciplinary boundaries, and to create distinctive programming that shows the intersection between liberal learning and the professions to promote holistic student development.
• For each program, create and support co-curricular activities that reinforce the personal and intellectual development of students.
• Make academic program excellence the primary focus and criteria for the planning and budgeting processes of the regional campuses.
• Attract and sustain students of the highest caliber to the regional campuses through the provision of merit scholarships, support for study abroad opportunities, and support for part-time as well as full-time students.
• Maintain and support a critical mass of full-time faculty based on the academic needs and standards of the program and the discipline.
• Hire and encourage adjunct faculty on the basis of their expertise and compensate adequately with faculty development opportunities.
• Hire and promote faculty and staff who actively seek multiple roles that engage students and community.
• Provide faculty development targeted to the improvement of teaching and learning, particularly in each academic program goal for general education, program major and professional programs at each campus and among campuses.
• Renovate classrooms, designing them to provide learning communities according to pedagogical needs of the field of study.
• Enhance the technological infrastructure of each campus, making specific allocations for (a) support staff to maintain the equipment and (b) instructional technology staff to train and mentor faculty in the uses of new media and distance learning.
• Develop teaching learning facilities that enable student and community connectedness to the campus and that promote student / faculty interaction beyond the classroom.
• Develop student activities facilities on campus that contribute to the social and academic integration of individuals into campus life.
• Consider creating living-learning housing facilities for a core of residential students.

III. KEY PROCESSES OF PROGRAM EXCELLENCE

For undergraduate programs, program excellence begins with clear set of goals for the development of core knowledge and capacities through rigorous and engaging programs of general education, and major and minor field of specialization. General education and liberal learning are at the heart of American undergraduate education. It is the venue in which the campus effects its mission, vision, and core values. A quality program of liberal learning develops knowledge and capacities that all graduates of an associate or a baccalaureate degree program should possess. Such a program includes study in the core fields of knowledge—the arts and humanities, the social and behavioral sciences, and the physical and life sciences. It also includes development of key cognitive capacities—oral and written communication, problem-solving, critical and creative analysis, teamwork and collaboration, leadership and professionalism, and a commitment to lifelong learning and improvement. These are common aims of general education against which student progress and attainment needs to be assessed. These key cognitive skills and abilities are increasing sought and valued by employers and provide an intellectual bridge connecting liberal learning, general education, and learning within the major field of specialization.
The real challenge for faculty at Indiana’s regional colleges is to change the focus in teaching/learning from the provision of content to the attainment of student learning outcomes. Too often such discussions are framed as a dichotomy (e.g., “It is not my job to teach writing or speech communications; I only teach History”). But the content/process dichotomy does not really exist, and a focus on process is likely to strengthen content and not dilute it. The prompt question, “What is an educated person?” can be extended to program majors as well, but it must avoid dichotomous discussions wherein writing or critical thinking is ascribed only to general education or only to major field of study.

Criteria for both breadth and depth of learning needs in general education to be specified for student achievement in each articulated goal of the general education program and the various major and minor fields of study. Conversations and workshops about program goals, criteria, organization and assessment should be conducted across the state as well as within individual campuses. The proposed creation of a Center for Regional Campus Excellence would facilitate communication, support, and monitoring of the development of rigorous programs in the majors and in general education across Indiana University.

Regardless of whether the dialogue is inter-campus or intra-campus, major, minor or general education, the question “What is an educated person?” should prompt faculty decisions regarding the key areas and levels of knowledge to be attained by students and the identification of appropriate means to assess them. The expectations for general education in key cognitive areas—such as writing or critical analysis—need to be clearly articulated between general education and program major. Program majors and minors, likewise, need to not merely produce future chemists or historians but also show how attainment of goals in such fields furthers the aims of liberal learning as articulated in the mission, vision, and core values of the particular IU regional campus.

Student learning outcomes should also be examined within each program major and minor at each regional campus as part of the program review process. The Task Force proposes a means for analyzing outcomes-oriented learning within the disciplines. A grid of learning outcomes and courses offered — similar to that employed in the accreditation of business and education -- programs, could be used, as illustrated below.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>History 101</th>
<th>History 205</th>
<th>History 350</th>
<th>Contact hours toward Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Mastery Goal 1</td>
<td>15 hrs</td>
<td></td>
<td></td>
<td>15 hrs</td>
</tr>
<tr>
<td>Content Mastery Goal 2</td>
<td>15 hrs</td>
<td>12 hrs</td>
<td></td>
<td>27 hrs</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>History 101</td>
<td>History 205</td>
<td>History 350</td>
<td>Contact hours toward Goal</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Content Mastery Goal 3</td>
<td></td>
<td></td>
<td></td>
<td>20 hrs</td>
</tr>
<tr>
<td>Written Communications</td>
<td>15 hrs</td>
<td></td>
<td>20 hrs</td>
<td>35 hrs</td>
</tr>
<tr>
<td>Oral Communications</td>
<td></td>
<td></td>
<td>10 hrs</td>
<td>10 hrs</td>
</tr>
<tr>
<td>Problem Solving</td>
<td></td>
<td>10 hrs</td>
<td></td>
<td>10 hrs</td>
</tr>
<tr>
<td>Total</td>
<td>45 hrs</td>
<td>32 hrs</td>
<td>50 hrs</td>
<td>117 hrs</td>
</tr>
</tbody>
</table>

This pattern is followed in Business programs as part of accreditation where for each course, say for example, Economics, the instructor has to specify the number of hours that have been devoted to what are described as CPC (Common Professional Component) headings such as Global Dimension, Quantitative Techniques, Management, etc. Such models provide a concrete way of thinking about our curriculum in terms of student learning outcomes.

Due to their size and intimacy, the regional campuses possess a distinct competitive advantage that allows faculty to work closely with their students on personal and intellectual development. Students, faculty and staff must be guided in their development by collaborative and administrative processes that allow them to go beyond disciplinary silos and beyond unproductive distinctions—academic vs. student affairs, major vs. general education—and to seek more innovative programming and holistic student development. Academic programs at the regional campuses might be enhanced through the creation of a small core of residential living-learning centers for their students while maintaining commuters as the primary population served. The IU regional campuses could also offer merit scholarships to students of exceptional ability who prefer attending college close to home; could collaboratively provide more. They should also offer merit scholarships and foreign study opportunities that parallel in their richness those offered at IU Bloomington. Co-curricular programs and services specifically for the growing number of part-time students would also promote their academic excellence. Such excellence should be the focus of budgeting in facilities, student affairs, study abroad, as well as the academic programs themselves.

Best Practices:

- The connection between a general education, liberal learning and institutional mission is readily manifest in institutions as diverse as Northern Kentucky University, Portland State University, Elon College and Calvin College.
- The Utah Task Force on General Education effectively conducts system-wide dialog on program, goals, criteria, organization and assessment. Their discussions have been framed by use of the question, “What is an educated person.”
The Learning Objectives embodied in the IU-East Strategic Plan also provides an example of articulating “What is an Educated Person” at a regional campus. Good work is also proceeding at IU-Kokomo along these lines.

**Recommendations:**

- IU should provide or share a teaching excellence center to promote faculty and staff development, instructional and programmatic development, technological support and training within and among the campuses.
- Mentoring programs for junior faculty should be established at each regional campus to assist new faculty in assuming the multifaceted roles of teaching, scholarship and service that make careers on regional campuses unique and rewarding.
- Regional campuses should develop and adopt flexible workload and teaching load policies that encourage and support faculty work in interdisciplinary courses, learning communities, living learning centers, and courses that promote service learning and experiential learning and that promote linkages between professional and technical education and liberal learning.
- For each degree and specialization awarded, as well as for the general education program of each undergraduate degree, a regional campus should develop, review and continuously update:
  - Clear goals and standards for achievement of those goals;
  - Coherent, progressive learning experiences to achieve those goals;
  - Opportunities for students to synthesize their learning experiences;
  - Opportunities for students to integrate learning and personal experience;
  - Opportunities to actively engage in the learning undertaken;
  - Opportunities to practice and improve upon skills associated with that field of study;
  - Opportunities to work with others in the completion of learning tasks;
  - Provision of sufficient time on task to master the learning expected;
  - An atmosphere of inquiry where diverse backgrounds and perspectives are valued;
  - Opportunities to integrate curricular and extracurricular experiences;
  - Provision of experiences to assist students to make the transition to the institution and the field of study and to understand the benefits and expectations of each.
- Each regional campus should systematically collect, analyze, and use information on the growth, development and educational attainment of its students including:
  - Mastery of subject areas;
  - Development of cognitive skills;
  - Changes in attitudes and values that relate to the mission or values of the IU campus.
- Each I.U. campus should use the information and evidence specified in the previous two recommendation to:
  - Assist students in the improvement of their learning;
  - Assist faculty in the improvement of curricula and instructional activities;
  - Review and revise its degree programs and support services;
  - Plan and conduct its professional development activities;
• Plan and budget for the provision of its programs and services;
  ➢ Each IU regional campus should systematically review its curricular materials (catalog, webpage, viewbook, program brochures, course syllabi, advising materials) for their coherence in representing the learning opportunities afforded their students.

IV. EVALUATING PROGRAM EXCELLENCE

Institutional reputation alone cannot produce quality educational programs and excellence in teaching and learning. Research shows that institutional reputation is resistant to change and is a poor indicator of quality. Colleges and universities can be lulled into complacency by over-emphasizing their reputation as evidence of their excellence. Similarly, college ranking studies tend to emphasize certain quality attributes over others and have not been linked to student growth and development. The quantity of resources allocated to a program or an institution also has been used in quality studies of universities, but this monitors only inputs to the educational system and gives little indication of its accomplishments. A truer and more accurate measure of the quality of academic programs can be found in the attainment of their students and in comparison with their peers.

Like other regional campuses within a system, the IU regional campuses gain reputation and real strength from their affiliation with the flagship campus, IU Bloomington. For that reason, it is important that mechanisms be fostered not only by its own efforts, but by a network of communication and support (facilities, technological infrastructure, professional development opportunities) that connect it with the system as a whole. Without such connections and support, a regional campus been an isolated entity cut off from the opportunities and the standards of excellence associated with a great state university.

Assessment of student learning is an activity fundamental to generating information useful for students to improve their learning and for faculty to enhance and refine their curricula and pedagogy. Student assessments are a key component of the review of academic programs. Such reviews should also include comparisons with similar programs in other institutions – similar in aims, scale, scope, and students served—as well profiles of the development of program and of its contributions to scholarship, service and the education of students.

Reviews also provide an opportunity as well to examine the quality of library resources, learning technologies, and co-curricular programs and services to determine the extent to which they are supportive of the personal and intellectual development of students and the ongoing professional development of faculty and staff. Reviews should be scheduled and conducted on a specified schedule coordinated with self-study and program accreditation activities so as to minimize the duplication of effort and the consumption of time and effort. Several of the professional programs at IU regional campuses already are using national standards against which to benchmark their own achievements; these
practices of comparison with national standards are important indicators of program quality and should become integral, where appropriate, to the program review process. Similarly, like student assessments, good program reviews provide information that is both timely and useful to the planning and budgeting processes of the regional campus and therefore need be synchronized with the institutional planning and budgeting processes.

Best Practices:

- University of Wisconsin, the University of Michigan, and the Pennsylvania State University are good models of systems for communication and integration of efforts among both regional and research institutions.

Recommendations:

- The IU system should support the improvement of communication among the regional campuses and also better communication and integration with programs and resources at IU Bloomington. (Ed. Note: See section on Inter-Campus Collaboration for further discussion on this topic.)

V. ACHIEVING PROGRAM EXCELLENCE: A MODEL FOR PROGRAM QUALITY

The characteristics of program excellence for regional campuses are similar at IU Bloomington, IUPUI, and the regional campuses. However, the regional campuses have as advantages smaller class sizes and proximity to students' homes – positive and largely unique attributes of regional campus program quality. Program quality can be framed by the following model:

| Program Quality |
|-----------------|-----------------|-----------------|
| **Inputs**      | **Processes**   | **Outputs**     |
| - Students      | - General Education | - Content Mastery |
| - Faculty       | - Program Majors  | - Cognitive Skills |
| - Facilities    | - Co-curricular Activities | - Personal Development |
| - Local Needs   | - Campus Climate  | - Lifelong Learning |

Program quality is influenced both positively and negatively by the heavy reliance on part-time faculty. Some part-time faculty bring invaluable professional experience to their teaching, and often they choose to follow the syllabus, text selection, and examination procedures established by the full-time faculty (thereby maintaining program coherence). But they can also contribute to lack of coherence in the curriculum and do not provide the desired level of student-faculty contact consistent with the teaching-learning goals outlined in this chapter. A policy toward the use of part-time faculty that is driven by a definition of
program quality rather than expediency needs to be developed and used in hiring decisions across the regional campuses. Adjunct faculty should be employed for their expertise and teaching skills and properly compensated with faculty development opportunities. Successful programs have a critical mass of full-time faculty who provide the intellectual core and provide guidance to part-time faculty in the selection and organization of curricular materials and in pedagogical practices appropriate to students aims, abilities and interests. For both full- and part-time faculty competitive compensation is fundamental to maintaining excellent faculty and staff.

Best Practices:

- See prior examples.

Recommendations:

These recommendations are designed to serve as guideposts to the enhancement and revitalization of IU regional campuses. The vision of the future contained within them is a clear, positive one, with each campus serving a unique role and making a distinctive contribution to the communities and students it serves.

- Each regional campus should have clear goals for excellence in each academic program. These may be expressed in terms of student learning, faculty and staff development, and enhancement of the quality of life in Indiana communities served and should be regularly assessed for their impact.
- Each program goal should have subgoals relating to personal, social and intellectual development which are regularly assessed for their impact on students, faculty and staff, and communities served.
- Each program should encourage the development of essential skills, abilities and capacities, including:
  - Critical inquiry and analysis
  - Oral and written communications
  - Creative thinking
  - Use of technology
  - Problem solving
  - Integrative and synthetic skills
  - Global and international understanding of other peoples and cultures
  - Cultural diversity within our own society and cross-cultural competence
- The development and attainment of these skills, abilities and capacities should be regularly assessed to provide feedback and encouragement to students, staff and faculty, and communities as well as assurances that each academic program achieves identified levels of excellence relative to its peers.
SUMMARY

FACULTY RESEARCH AND CREATIVE WORK
I. SCHOLARLY MISSION OF THE REGIONAL CAMPUS

...we must banish the notion that research is the purview of just one campus and teaching the only mission of others. It is, rather, a matter of emphasis. IU Bloomington is a research-intensive campus, but all faculty must be engaged in discovery, scholarship, or other creative activity...President Myles Brand

By tradition, scholarly and creative work has been thought of as the special province of research universities. In the public sector of higher education, this notion has been most readily associated with the main campuses of the flagship and land-grant institutions in each state. But faculty scholarship and creative work are essential throughout higher education to campuses that value dynamic teaching, active learning, and an atmosphere of inquiry and intellectual development. In many field today, the progress of knowledge is so rapid that faculty who do not stay abreast of new developments cannot prepare their students properly. Keeping up in their disciplines is indispensable to faculty, but mere acquisition of information does not demonstrate mastery. Scholarly and creative work are active processes that must engage faculty—and their students as well.

Regional campuses have come of age. Among the members of their faculties are men and women whose scholarly and creative work contribute to the prosperity and intellectual advancement of society, meriting attention and recognition by the individual campuses and by the university as a whole. For each regional campus this means taking steps to identify, support, publicize, and reward scholarship and creative work of all kinds. Campuses must set unambiguous guidelines for excellence in research, and the definition of scholarly work must become more capacious and inclusive, while retaining its rigor.

II. BALANCING THE FORMS OF RESEARCH

A. Scholarship as the Discovery of New Knowledge:

This traditional definition of scholarship places the highest value on research as adding to the sum of human knowledge through the discovery of new facts and knowledge. Although traditionally associated with the research universities, research is of prime interest to many regional faculty, who must continue to be assured, as they have been by President Brand, that their pursuits in this direction will be encouraged and supported.

If anything, the regional campuses are more closely aligned with the research network than ever before. Technology assures this. The work of discovery in the social sciences
and the humanities, for example, benefits from the advent of the World Wide Web and the proximity it provides to information and sources. In the biological, physical, and chemical sciences, technological advances give entree to colleagues in distant laboratories and to virtual collaboration. Discovery is central to the faculty mission at the regional campuses. It not only adds to the stock of human knowledge but also enriches the intellectual climate at each institution.

Best Practices:

IU itself provides an excellent example of best practices by providing assistance to the campuses in pursuing and managing external funds to support research.

- Budgeting funds for grants-in-aid and summer faculty fellowships, as well as money to train and employ undergraduate assistants in faculty research and creative work (IU Southeast).
- Providing post-doctoral fellowships to junior faculty interested in working with a particular faculty member and having a keen desire to experience the environment of a smaller campus (IU Southeast).
- Assessing the quality and ranking of the journals that carry articles by faculty members, providing those on promotion and tenure committees with evaluations of the journals by outside experts in the discipline (IU Kokomo).

Recommendations:

- Each faculty member should develop a medium- and long-term research plan.
- Appropriate facilities—i.e., labs, studios, computers—should be available, where possible, to implement the plans.
- Travel funds should be available for faculty seeking to collaborate on research with colleagues in other locales.
- Annual awards should be established for leading examples of research.

Assessment:

- Faculty research productivity should be compared with regional campuses, not only with major research campuses, as the norm. (This approach in no way means to imply that research should be anything less than high quality, but recognizes differences in workload and infrastructure on campuses with different missions.)
- Comparisons should be made with the number of regional campus faculty members who are members and associate members of the Indiana University Graduate Faculty.
- The reputation of the journals in which publications occur should be weighed along with the numbers of articles and citations.
- Evaluation should consider the time that faculty devote to mentoring the research activities of undergraduates, recognizing this time as part of the faculty workload.
B. Other Forms of Scholarship:

In addition to the scholarship of research or discovery, faculty engage in many sorts of scholarly and creative work that are a legitimate part of a continuum that should be recognized as crucial to the academy and to the larger world. These include:

- **The Scholarship of Teaching**: which initiates students into the best values of the academy and helps point them down scholarly paths.

- **The Scholarship of Application**: which puts knowledge to wider use by applying it to every-day problems.

- **The Scholarship of Integration**: which allows for crossing artificial boundaries imposed by the disciplines and may bring together the discoveries of others to provide new insights.

**Best Practice:**

- Extending competitive summer and release time fellowships to faculty doing work in the scholarship of teaching and other serious scholarly work (IU East, IU Southeast).
- Encouraging faculty members to document scholarly expertise in teaching. Peer review of teaching portfolios (IU Southeast).
- Piloting of an Indiana Campus Compact offering financial support to faculty members who want to pioneer new models of faculty development that integrate research or creative work, teaching, and service (IU Southeast).

**Recommendations:**

- Policies regarding hiring, promotion, and tenure should recognize all forms of scholarly and creative work: research, teaching, application, and integration.
- Rigorous evaluation procedures involving detailed documentation and the use of external consultants should be established to measure scholarly attainment.
- Faculty excellence should be supported through a system of sabbaticals, summer research grants, and allowance for travel to conferences and workshops. Modest seed grants and stipends to faculty members can encourage scholarly experimentation.
- Technology and the library collection available on the regional campus must be kept sufficient to support or provide access to all forms of scholarship and creativity.

**Assessment:**

All scholarly work must be examined for clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. These criteria
are applicable whether the scholarly work consists of discovery, teaching, application, or integration.

- Is the broader definition of scholarship being in used in salary and promotion and tenure documents at departmental, division, and campus levels?
- Is peer review a part of the assessment of all kinds of scholarship? Are external consultants used to provide additional expertise?
- How does the degree of financial support and released time for faculty work in connection with all forms of scholarship compare with cohort institutions?

II. FLEXIBILITY

The clock and the calendar are among the most important elements affecting the scholarly climate in higher education. The regional campus should take advantage of its relatively small size to allow a balance between classroom demands and demands for scholarship and creativity beyond the classroom. The scheduling of faculty responsibilities should facilitate collaboration across disciplines and across campuses. For students, too, the calendar, the schedule, and course-taking requirements must be sufficiently flexible to allow for incorporating their scholarly activities into a daily routine that may well include jobs and family responsibilities.

Best Practices:

- Accelerated scheduling both at the undergraduate and masters level (IU Kokomo).
- Independent study and individualized majors for students.

Recommendations:

- Financial resources that support innovation in scheduling.
- A broadened approach to class sizes to provide faculty members with the flexibility to meet scholarly expectations.
- Use of distance learning and provision of courses at night and during the summer to meet the demands working adults.
- Use of adjuncts, including practitioners, to provide scholarly expertise. (Adjuncts should not be used for teaching more properly assigned to full-time faculty members.)

Assessment:

- Do mechanisms allow released time for faculty to pursue scholarly and creative work? How do faculty course loads compare with those at comparable institutions?
- Does the campus give sufficient support to faculty working at the cutting edges of their fields, who need the flexibility to strike off in new directions?
- How well do distance learning and other innovations meet scholarly standards?
III. INTELLECTUAL COLLEGIALITY

A. Intellectual Collegiality:

A regional campus must try its utmost to promote the exchange of ideas among faculty members through formal and informal mechanisms to facilitate the cross-fertilization of ideas. The regional campuses of Indiana University are compact, friendly places where the potential for collaboration of a scholarly nature is enormous. But while smaller size can serve as an advantage in facilitating contact among faculty, the size of some regional campuses may also impede collegiality for scholars whose specialization, in effect, isolates them because no one else on campus shares their area of expertise. The Internet, attendance at academic meetings, and even a technology as old as the telephone provide scholarly colleagueship for such faculty.

Best Practices:

- Regularly scheduled colloquia where faculty members present research/creative work in progress or innovative teaching ideas (IU Southeast).
- "Brown bag" lunches and informal gathering of faculty to talk about their current research (IU Northwest, IU Kokomo).

Recommendations:

- Procedures should exist to expedite interactions between and among disciplines and an office established on each campus to support faculty development and collegiality.
- Each department or unit should establish at least one forum that serves to bring together its members to focus on ideas that will generate discussion.

Assessment:

- Indicators should be identified for making comparisons among cohort institutions in their levels of collegiality.
- Each regional campus should keep track of formal and informal programs to support collegiality and measure the extent and frequency such contacts.

B. Cross-Disciplinary and Interdisciplinary Work:

The regional campus should take advantage of its size and slip free of the restrictive traditions that have emphasized a scholar’s link to a single discipline. The cross-disciplinary nature of so much of modern knowledge dictates that artificial barriers be broken. Campuses should consider how the location of faculty lounges and faculty offices can facilitate contact among members of separate departments.
Best Practices:

- Taking cognizance of interdisciplinary work and co-authorship of papers in promotion and tenure decisions (IU Kokomo).
- Regular interdisciplinary book discussions (IU Southeast).
- Including interdisciplinary, team-taught courses in the core curriculum (IU Kokomo).
- Interdisciplinary programs such as liberal studies majors and graduate programs, dual majors, and specially designed certificate programs to be combined with student majors (IU Southeast and elsewhere).

Recommendations:

- Mechanisms to make it easier for departments to collaborate in their offerings and for faculty members to receive due consideration for their ability to reach across disciplinary boundaries.
- Joint appointments by departments.
- Financial support and tenure/promotion credit for cross-disciplinary projects and participation in interdisciplinary programs. Campus grants should be available to support collaborative research.
- Procedures to ensure that the teaching of interdisciplinary courses counts equitably toward determining course loads.
- Encouragement of such interdisciplinary fields as international studies and women's/gender studies.
- The development of interdisciplinary concentrations, certificates, and minors. Mini-grants should be available for programming for two or more departments engaging in interdisciplinary activities.

Assessment:

- Promotion and tenure committees should review their procedures to be certain that they are not penalizing faculty whose scholarship involves more than one discipline.
- Documentation of individual, unit, and campus productivity should include the number and proportion of inter- or cross-disciplinary proposals and projects.
- Institutions should keep count of the number of interdisciplinary courses and the enrollments in these courses and compare themselves to cohort institutions.

C. Mentoring:

The regional campus, as a more intimate institution, must make the induction of faculty members a basic part of its mission. The smallness of scale should be seen as an opportunity to ensure that every new arrival comes to understand the meaning of scholarship in its many forms. New faculty should be imbued with a sense of the excellence to which the institution aspires. Thus, all newly-appointed assistant professors should be mentored by more senior colleagues. Such a process can help make it clear what the department and the institution expect of them.
Best Practices:

- Providing a statement of expectations to new members of the faculty so that they know what they have to do to earn promotions. (IU Bloomington)
- Assigning a mentor to new assistant professors (IU Kokomo).
- Offering new faculty orientation programs that specifically address career planning and the integration of all forms of scholarly endeavor (IU Southeast, IUPUI).

Recommendations:

- Campuses should provide for mentoring by senior faculty specifically to induct junior colleagues into scholarly and creative activities
- Senior faculty members should be identified as potential mentors and their schedules structured to allow them to take on such activities.
- Orientation sessions should be held for mentors.
- Mentors should receive recognition for their contributions. Consideration should be given to variable workloads.

Assessment:

- The annual report of the institution should include mentoring activities and the outcomes of such activities.
- Surveys of those who are mentored should reveal the strengths and weaknesses of the system so that it can be constantly readjusted to make it most effective.
- The faculty reward structure should recognize successful mentoring activities.

IV. STUDENTS AS SCHOLARS

A. Student Research Activities:

Learning at the regional campus should include opportunities for students to participate in research and creative work, including collaboration with faculty and access to appropriate internships in the region. Ideally, students should come to appreciate the various dimensions of scholarship and creativity and recognize that intellectual engagement in higher education is meant to go far beyond anything that they experienced in secondary school. Their academic experiences should underscore the very special nature of a four-year college in preparing its graduates to participate in the life of the mind. Regional campuses, where students commute and return home each day, must help them realize that they are part of a new life full of stimulating intellectual possibilities.

It is entirely up to the campus to imbue students with a sense of excellence in matters involving scholarship and creativity. Students must learn to make scholarly choices that enable them to grow intellectually. They should have opportunities for first-hand experience as scholars and creators of new knowledge. Lectures and seminars must be
supplemented by hands-on work that allows them to know the joy of discovery. This can come in the laboratory, in fieldwork, in the library stacks, and in the studio.

**Good Practice:**

- Encouraging student intellectual development by assigning qualified undergraduates as teaching and laboratory assistants (IU Kokomo and IU Southeast)
- Publishing student research and literary work (IU Northwest, IU Southeast)
- Offering students an independent research seminar and independent mentored research or creative work culminating in a defended thesis or its equivalent.
- Encouraging students from any campus to publish in the undergraduate research journal on the Web at [www.clearinghouse.mwsc.edu](http://www.clearinghouse.mwsc.edu).
- Hosting arts competitions and other similar programs (IU East).

**Recommendations:**

- An undergraduate research program at each regional campus.
- Departmental expenditures sufficient to support students who need to purchase equipment and supplies or travel in behalf of creative endeavors.
- Academic credit hours for student research.
- Internships that allow seniors to participate in the teaching of undergraduates.
- Internships in community settings that allow for field work and on-site experiences.
- Financial support for undergraduates who want to engage in independent study courses, as well as for research fellowships, and research assistantships.
- Student transcripts that record scholarly and creative work.
- Journals carrying student research articles or creative work and periodic conferences at which students can report on their research and creativity.
- Faculty involvement in undergraduate research activities counted toward fulfillment of teaching load requirements.

**Assessment:**

- What is the number of student-generated research papers? In what kinds of journals are they published? How many students made presentations of their work?
- How many students go on to graduate and professional education? How successful are students in gaining admission to graduate and professional schools.
- How much funding was provided for undergraduate research assistantships, equipment, and travel grants?
- What is the relative number of internships, assistantships, and fellowships in comparison with cohort institutions?
- How does undergraduate research affect student outcomes in terms of career choices, success in applying to graduate and professional schools, the kinds of jobs obtained by those who go into the workforce with their bachelor’s degrees?
C. Student Writing and Scholarship:

No chance should be lost to ensure that whenever students write papers for class or pursue class projects they learn to adhere to high scholarly and creative criteria, befitting the nature of college-level work. An entire method of thinking is at stake as the regional college sets out to stimulate a scholarly frame of mind among students. For many, the regional campus may be the first and perhaps last setting in which their scholarly and creative instincts are honed.

Students must be taught to cultivate habits of critical thinking and learn to write in a reasoned and logical manner. They must grow familiar with the scientific method and develop a systematic approach to the pursuit of knowledge. They must come to understand the mental discipline that underlies scholarship and creativity. The regional campus can make a major contribution to the area by turning out graduates who carry with them the sense of excellence that higher education, at its best, can instill.

Writing requirements go a long way toward helping students reach these objectives. Assignments should be made across the curriculum with the elements of good writing expected as much in papers, essays, and examinations in biology or history as in English literature. Learning to be good writers will help students understand the mental discipline that underlies scholarship and creativity.

Best Practices:

- Writing-across-the-curriculum requirements and writing centers to which students can take their writing assignments to get input (IU Kokomo, IU Northwest).
- Identification of writing-intensive courses (IU Northwest)
- Summer research programs that pair undergraduate students with faculty members.
- Undergraduate literary journals in which students can express their creativity.

Recommendations:

- High expectations for written work. Faculty should ensure that students acquire the habit of drafting and revising their work as they strive for high quality, adhering to some discipline-appropriate style such as APA style or some similar standard.
- Writing-across-the-curriculum programs that encourage writing in all disciplines.
- Graduation standards within the major that require students to engage in discipline-specific writing that draws on the literature in the field.

Assessment:

- Each unit of the college should develop a plan to ensure the encouragement of excellent writing by students.
- Evaluation of individuals and of departments should include a review of steps taken to inculcate writing into the work of students.
- Portfolio assessment of writing should be integral to the institution.
D. Intellectual Atmosphere:

The concern of faculty members for scholarship and creative work should foster an intellectual atmosphere on campus that leads students—even though they may spend only a part of their time there because they are commuters—to value the special circumstances of a learning environment. The campus should be a place where ideas are the coin of the realm and reflection is in the air that people breathe. The challenge may be greater for a regional college than for a research university, but the goals should nonetheless be the same. In such an atmosphere, students should be encouraged to search out connections between and among the disciplines. This will help make their education more exciting and more realistic. The real world of the future will be a place of infinite connections and much less a place of boundaries and barriers.

Best Practices:

- Bring nationally known speakers and speakers on international subjects to campus (IU Southeast, IU Kokomo, IU South Bend)
- Extend speaker programs to elementary and middle schools (IU East)
- Let campus serve as repository for regional archives and materials that can be used in research as original source material. (IU Northwest, IU Southeast)

Recommendations:

- Recognize the arts and sciences component of the regional institution as the intellectual heart of the academic enterprise.
- Encourage faculty to work with students outside the classroom to foster a sense of scholarship and to support students as they explore the ways of the scholar.
- Use mentoring and service learning as vehicles for this support, leading to actual collaboration with faculty in scholarly work.
- Develop campus publications that highlight scholarship activity and distribute these publications so as to influence attitudes about what is held to be important.
- Sponsor nationally-known speakers and performers, provide facilities for exhibiting art and performing music, offer students abundant places for study.
- Encourage student honor societies.
- Publicize the scholarly activities of faculty and student research activities.

Assessment:

- Tally the number of students enrolled in honors programs and scholarly internships.
- Survey units to determine the number of students applying and getting accepted at graduate and professional schools.
- Keep records on the number of students publishing and exhibiting their work.
• Maintain records of the numbers attending scholarly and creative events on campus, and the amounts of money, including those derived from student fees, that the campus invests in such scholarly and creative activities.
• Assess the physical facilities available for intellectual engagement outside the classroom with an eye toward determining the adequacy of these facilities.

E. Financial Aid and Student Scholarly Activities:

Financial aid, scholarships, and other forms of support should be sufficient to allow students the time to involve themselves in the intellectual life of the campus. As noted in the report on Teaching and Learning, work off campus and commuting are the two greatest barriers to academic success. To allow students at a regional campus to have the same chance for a rich educational experience as their peers elsewhere, campuses should strive to provide them with work that ties in with their education. While recognizing that many students enroll in a regional institution because it offers the opportunity to continue their full-time jobs, campuses should consider ways to link financial aid and scholarships and mini-grants to students for scholarly and creative pursuits.

Best Practices:

• Make positions as laboratory assistants, supplemental instructors, and library aides available for students.
• Create academic clubs, support programs, and e-mail networks for returning adult students to support their reentry into college (IU Kokomo, IU East).

Recommendations:

• Campuses should actively pursue funds for programs that offer grants or stipends for undergraduate research and participation in scholarship.
• Campuses should provide meaningful work-study assignments and supplemental instruction opportunities and actively encourage agencies and industries seeking interns to offer meaningful work and compensation.
• More financial aid should be focused on part-time students.
• Support for commuting students should include the creation of lounges and on-campus study space and the establishment of child care centers.

Assessment:

• How does the amount of aid available to students and the portion of them receiving aid compare with that offered by cohort institutions?
• Periodically survey students to determine the number of hours they are devoting to employment and be guided by the findings.
F. Student Outcomes:

Student outcomes should be more important than the measures of students at the time that they are admitted. Whatever attitudes students bring with them to college in the first place, each campus should concern itself with trying to ensure that students, in the end, acquire scholarly inclinations and an appreciation of creativity. As noted in the report on Teaching and Learning, new matriculants at a regional college do not have the same profile as those who enter selective residential colleges. What counts most, however, is how students look after spending time at the institution and advancing toward a degree. The intimacy of the regional college should be turned to advantage so as to improve students’ chances for academic success.

Best Practices:

- Provide strong orientation programs for freshmen that help them hone their study skills and teach them how to use the library, get oriented to the writing center, and learn about other resources on campus that can support their scholarly development (IU Northwest)
- Use the Faculty Colloquium for Excellence in Teaching (FACET) to help develop the outstanding teaching that helps students fulfill their scholarly potential.
- Track graduates to see what use they make of their education. (IU Northwest, IU Kokomo).

Recommendations:

- Gather baseline information on student achievement to provide a basis for making observations about growth and changes.
- Offer capstone courses allow undergraduates to pull together their learning experiences and show as seniors how they have benefited from college.
- Survey alumni so that they can reflect on the value of their education.

Assessment:

- Use norm-referenced tests, value-added measures, portfolios, retention statistics, and exit interviews to measure student academic achievement.
- Use baseline information gathered when students enroll to determine how data compare with stated learning objectives of departments and units?
- Use data on job placement and admission to graduate and professional schools to help gauge the effectiveness of educational programs. Review scores on licensing and certification in examinations in such fields as teaching and nursing.
- Use North Central accreditation reviews as external measures of academic quality.
V. MAKING COMMUNITY CONNECTIONS

Ed. Note: Only excerpts from this excellent discussion are provided here because the report largely overlaps the report of the team on Community and Public Service.

- The regional institution must fully understand and appreciate its obligation to function as a rallying point for scholarship and creativity in an entire area.
- Opportunities should be extensive for the people in the area to avail themselves of the institution's scholarly and creative side. The role of scholarship and creativity in higher education will be better understood and appreciated if the campus stakes out a clear identity as an intellectual force in the region.
- The institution should survey the region to determine how it can foster scholarly and creative values and provide cultural activities and support for community intellectual development.
- Questionnaires should be distributed to those attending events open to the community and community responses gauged to determine future offerings.
- The regional campus should see as part of its mission the harnessing of scholarship in behalf of the public good in its locality.
SUMMARY

REGIONAL AND COMMUNITY SERVICE
I. PUBLIC SERVICE AND THE REGIONAL CAMPUS

Massive technological shifts and innovations and the rise of a knowledge/service-based economy are leading universities to reexamine the role of regional and community service in relation to their overall mission. The motivations and issues are both strategic and practical. The past ten years have witnessed a call for higher education in general to re-emphasize and commit to a role of responsiveness to the needs of society and to provide a leadership role in sustaining the cultural and intellectual heritage of society. At the same time, there have been other changes as well: shifting demographics and cultural/generational values; decreased federal support for research, and changing revenue streams; with the level of state funding usually dropping as a percentage of the total funds needed and available. All of these add to the complexity of the environment in which change must occur.

In many American universities, the role of regional and community service is typically less valued than the roles of teaching and research. Those applying the pressures include state legislatures, regional and community groups, and other constituencies who believe they all have a legitimate right to university support. The legitimacy of their claim to university resources stems from their belief that public institutions should be responsive to public good and public needs. For regional universities the responsibility for regional and community service is a critical attribute of their overall mission. Given the distinctiveness of each campus’s regional constituency, there can be no “one size fits all” approach to public service. But each regional campus is clearly called upon to be engaged with its community and to adopt its strengths to local needs and priorities.

Presidents and chancellors hear from various constituents that they should be providing consistent, visible, positive service to a variety of constituents. Legislators often criticize the university as aloof, unresponsive, or out of touch with the public it claims to serve intellectually. Faculty typically feel the pressure differently, but also feel the conflicts of pressure to teach “more and better,” to research “more and better,” with more external funding and with more relevance. The inherent tension between the daily, demanding university roles of teaching and research on the one hand and the pressing need for more outreach and service on the other results in an institutional tension that has to be addressed.

The recent report from the Kellogg Commission, entitled “Returning to Our Roots: The Engaged Institution,” addresses the issue of university responsiveness directly and eloquently. The report both “celebrates the contributions our institutions have made to society” and calls upon those same institutions “to do more, and do it better.” The term “engagement” is used by the Kellogg Commission to connote the full range ways that universities intersect with and support their communities. It involves faculty, students, and staff and can be enlightening, stimulating, and beneficial.

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1 The committee on regional and community service chose to assign its impressive list of public service activities by the 1U regional campuses to a 99-page appendix to its report. That appendix may be found in Part III.
Engagement, as it applies specifically to regional colleges, involves the general use of expertise to inform and assist, including

- extension services
- outreach and continuing education in all forms
- involvement in regional and community issues
- economic development projects, and
- partnerships and alliances with other organizations.

Within such an overall framework of engagement, four essential factors are critical to success:

- a commitment from senior administration, deans, directors, faculty, and other campus leaders to regional and community service, reinforced by a reward system that encourages service
- the recognition that regional and community service is multifaceted and diverse in terms of activities, populations served, and approaches
- the acceptance that regional and community service can still be assessed in terms of regional and state needs
- the awareness that funding for programs and projects deemed important by the university is ethically and practically essential.

II. FRAMEWORK FOR EXCELLENCE

Excellence in regional and community service relates to those mission-driven university activities that involve non-university constituencies in ways that improve their quality of life. The activities ideally engage university and community service members through resource sharing, partnerships and collaborations, and the application of knowledge to issues of importance to the region. Establishing a framework in which public service can occur requires a match between the mission of the institution, the expressed needs of the region and communities it serves, the capabilities of the institution, and the outcomes to be achieved.

Best Practices: See Part III, "Community Service Inventory," for extensive examples taken from Indiana University regional campuses.

Effective public service activities demonstrate the following characteristics. They:

- are consistent with campus mission
- are consistent with existing campus culture
- represent a win-win collaboration for the participants
- enhance academic quality and integrity
- link academic goals with regional and community needs
- are financially self-sustaining as appropriate
• enhance the quality of life in the region, and
• enhance the economic development of the region and the state.

Assessment:

A framework for assessing the excellence of service activities on campus includes the following criteria:

• integration of activities in regional and community service to the needs of the region and the mission of the university, as well as integration of research, teaching, and service;
• student-centered or constituent-centered approaches, in which the needs of the persons served are considered as primary;
• mutually beneficial partnerships in which all partners respect each other and each partner derives some benefit;
• strategic responsiveness to the needs of the region and the various constituents, while optimizing university assets, impact, significance, and relevance;
• academic integrity and neutrality, or the preservation of the university’s role of intellectual facilitator, source of information, and arbiter of ethical inquiry;
• communication and dissemination of the service to relevant parties;
• accessibility, or the issue of including all relevant constituents to avoid themselves of university service with a minimum of barriers;
• coordination of efforts within and across campuses to optimize the use of resources, increase public awareness, enhance the availability of programs and services, and make sure people on campus know what other people are doing.

Recommendations:

Many of the recommendations involving the creation of a framework for excellence require the elimination of current obstacles. Although public service is occurring in most units on each campus, the following issues need to be addressed for IU regional campuses to reach their full potential:

• a mismatch between need and expectation for regional and community service and faculty reward system;
• variance in existing reward structure and the nature of recognition for service; (e.g. some faculty want to be paid extra for what other faculty do as part of their workload)
• a need to get all faculty members and staff involved in service, in appropriate ways;
• a need for broader marketing of current activities;
• a need for consistent administrative support for regional and community service;
• a need for dedicated funding to critical initiatives in order to sustain them;
• a need for coordinated discussion about which regional and community service activities are critical to the campus mission, thus receiving support;
- a need to cull activities which, while worthy in isolation, sap resources and time, as they are not mission critical; (referred to as determining the golden thread for a campus);
- a need for upper administration to allow new initiatives, as there is a tendency for administrators and the broader IU system to say ‘no’ to new ideas;
- a need to coordinate regional and community service activities both within and across campus infrastructures; and
- a need to develop the ability to adjust and/or move resources to meet new needs (and conversely, the ability to end programs that no longer meet stated needs).

III. ACHIEVING EXCELLENCE IN PUBLIC SERVICE

Public service thrives best and achieves its greatest legitimacy on campus when it is linked with scholarship. Thus, relative to the interests and issues for the faculty, regional and community service activities need to be related to the three dynamically related activities of: knowledge creation (research), knowledge transmission (teaching), and knowledge application (service).

A matrix approach is useful in identifying, mapping, and prioritizing the public activities which can most valuably be undertaken on each campus. The three key dimensions of that grid are:

- **constituencies**, such as alumni, business and industry, cultural arts, academic, governmental, not-for-profits, professional, and a wide variety of specialized interests such as environmental, medical, public education, social, philanthropic, and economic;
- **initiators**, or primary partners, include student-defined programs (such as service learning, internships, and volunteering); faculty-defined programs (such as consulting, regional and community development, or volunteering); and university-defined programs (such as continuing education, resource sharing, or partnerships);
- **demographics**: information needed to implement the grid, including such information as the population served, the numbers served, the priority of the program to the university, its duration and frequency, resource allocation and other financial information, the public relations value, the return-on-investment, the assessment processes, and other data that could be used to monitor the program.

Using such a grid enables campuses to:

- create a database of existing regional and community service programs;
- establish a baseline of activity;
- identify best practices that can be shared;
- create a means to communicate about service within and across campuses; and
- develop a way to track programs for assessment, new development, and resource allocation purposes.
Best Practices:

The individual campus grids appearing in Part III, were developed by individual faculty members on the team. Although the listings are probably incomplete, they demonstrate the extraordinary number and range of regional and community service activities currently being undertaken by IU regional campuses and provide a baseline for assessment, future growth, and national leadership.

Recommendations:

Five overarching recommendations for the five regional campuses set a framework for specific recommendations by activity and constituencies:

A. Overarching Recommendations:

- *transformation of thinking*: engagement must become a priority on every campus, a central part of the institutional commitment.
- *long-range planning*: given this commitment, a regional and community service engagement plan must be developed and assessed against documented campus-based criteria.
- *support*: to support the plan, each institution should actively encourage specific mission-related, accountable activities that are notable for research and teaching/learning activities; for ‘town-gown’ collaborations and partnerships; for credit and non-credit responsive programming to supplement the existing curriculum; and for involvement in service learning in its many forms.
- *incentives*: to assure enduring support for regional and community service, campus leadership must develop and support incentives to engage in service; and
- *stable funding*: to assure commitment, the campuses must secure stable funding to support engagement, through reallocation of existing funds or the establishment of federal-state-local-private matching funds.

B. Specific Recommendations: Organized by Activity:

Mission and Planning:

- Community service should be explicitly a part of the campuses’ mission statements, planning documents, and public relations releases.
- Community service should be a recognized, valued, rewarded aspect of campus life for faculty, students, staff, and the administration.
- Community service programs should be treated with the same concern and respect as research and teaching commitments.

Budget and Accountability:

- Community service should be included as an appropriate line item in the
university's budgets.

- Community service should be assessed for quality, academic linkages, faculty and student involvement and value, and responsiveness.
- Community service should be quantified to assess return-on-investment, cost effectiveness and levels of involvement.

Partnerships:

- University-Community partnerships should be catalogued, assessed, and recognized, as appropriate.
- University-community partnerships should be explicit, two-way (win-win) commitments, and active.
- The partnerships should support the mission of the university and enrich the lives of the individuals involved.

Communication and Information:

- The university should reward regional and community service.
- Community service success should be disseminated regularly to all interested constituents.
- Community service initiatives should be communicated and celebrated across campus.
- Community service activities should be tracked and assessed.
- Community service commitments (contracts, memoranda of understanding, etc.) should be standardized, centrally available, and fulfilled.

Academic Policy:

- Academic program review should include a component for regional and community service by students and university personnel.
- Academic program review includes demonstrated commitment to curricular relevance, currency, and responsiveness to state and regional needs, as appropriate to the programs.
- Continuing education and non-credit programming are responsive to regional and community interests and complementary to academic mission.
- All programs include both credit and not-for-credit strategies for students to become involved in regional and community service.
- Community service is considered for tenure, promotion, merit, and academic assignments in a codified, impartial manner.

Community Engagement Policy:

- Community members should be involved in university boards, reviews, searches, and other activities, as appropriate.
- Regional media should be involved in university activities and programs.
- Partnerships between the universities and outside agencies should be validated by academic and/or administrative review, as appropriate.
- Community advisory groups should be created and sustained by each senior administrative officer, institute and center, and other university entities that interact with the community.

Institutional Policy:

- Community service goals and targets are included in planning documents.
- Outcome measures for service programs should be defined.
- Institutional resources designated for regional and community service are related to goals and assessed regularly.
- The universities commit to participation in certain regionally responsive activities, such as (but not limited to) economic development, public school partnerships, cultural arts programs, quality-of-life initiatives, and other intellectual and beneficial activities.
- The chancellor should be held accountable for his/her campus’ regional and community engagement level and programs.
- The chancellor and vice chancellors, deans and directors, and tenure committees should be accountable to assure that an appropriate infrastructure is in place to support the campus service commitments.

C. Specific Recommendations, Organized by Constituency:

For the IU System:

- Campuses should be wired to take advantage of one another’s regional and community service resources, especially web-based services.
- Each campus should be the technological service leader in its region, and lead by example.
- A person responsible for system coordination of regional and community service should be designated and she/he should assist with cross-campus activities.
- Community service should be considered as a statewide network of resources brought to bear on issues of strategic relevance. One way to organize is by congressional districts matched with campus spheres of influence.
- Regional surveys of community needs should be mandated and funded by the system, then conducted by the campuses, with accountability measures built into the process.

For the Campus:

- Each campus should commit to excellence in regional and community service, to best practice activities in selected areas, and world-class service in at least one area;
• A campus committee should be charged to develop a regional and community service plan to be incorporated into existing campus plans.
• Campus infrastructure should be assessed in relation to service needs and findings included in campus plans and budgeting.
• Campuses should institute service awards across a range of appropriate categories.
• Community service activities should be collected and maintained as a database, and shared with other campuses and groups as needed.
• A person responsible for campus coordination for regional and community service should be designated and she/he should assist with cross-campus activities.
• The university should carefully integrate technology infrastructure changes with regional and community service needs.
• Community service expectations should be communicated during the hiring process with appropriate expectations set, and those expectations used as part of the screening, promotion, tenure, and merit processes.
• The campus should consider a set of core service values that might include excellence, innovation, teamwork (collaboration), respect, integrity, social benefit, enthusiasm for learning, and networking.
• A statement of strategic focus should be promoted to assure that the constituents know the direction and emphases of the campus.
• An on-going process of community surveys and need assessments should be a part of each regional campus’s activity on a regular basis.

For the Faculty:

• Community service portfolios should become a part of the faculty reward system for tenure, promotion, or merit considerations.
• Community service is required for all faculty at regional campuses, appropriate to one’s discipline and professional development.
• Community service should be defined as a part of one’s professional development plan before and after tenure is awarded.
• Faculty should be computer and web literate, appropriate to a regional leadership role in academic service.
SUMMARY

INFORMATION TECHNOLOGY
I. INFORMATION TECHNOLOGY AND CHANGE – ISSUES AND TRENDS

Higher education in the United States has enjoyed unchallenged stability in the fundamental mechanisms of books, classrooms, and course meeting schedules for many decades. Many of these fundamentals are being challenged now as higher education feels simultaneous pressure from multiple forces of change. Some of the most significant changes relate to knowledge itself:

- the accelerating accumulation of knowledge;
- the accelerating arrival of new applications of information technology that appear to offer new possibilities for teaching and learning and research; and
- the growing recognition that education is a process not only of constant development of new knowledge but also of constant development of new ways of teaching and learning.

Modern colleges and universities have long been committed to developing and sharing the most up-to-date information possible. They have adjusted with impressive success to the acceleration in production and accumulation of knowledge and to the resulting need to change course content often. But neither these institutions nor the dedicated professionals who staff and lead them have been prepared for frequent changes in the habits of teaching and learning.

Even now at the end of the 1990s, the vast majority of instruction is still apparently happening as it has for decades. One instructor in front of a room using a lectern, desk, or chalkboard (perhaps a whiteboard!) and many students seated in fixed rows facing him/her and listening with varying degrees of attentiveness and taking notes by writing on paper. Nevertheless, something else quite significant has already begun and progressed substantially beyond the pioneers and early adopters of technology, well into the mainstream:

- More than 50% of all faculty members in higher education are already using electronic mail to communicate with their students on course-related matters;
- More than 25% of all faculty members in higher education are using the Web to make some course-related information available to their students [more than 35% are using some form of Internet resources];
- Many faculty members report course-related “conversations” with their students via e-mail even after the course has officially ended.
Educational institutions were designed to generate and deal with changing knowledge; they were not designed for structural or pedagogical change. Faculty who opted for careers in higher education not much more than a decade ago were not prepared for unpredictably frequent pedagogical/technological change. They were never told that part of their profession involved options, incentives, or pressure to adopt new pedagogical/technological alternatives. Neither educational institutions nor the people who dedicate their careers to working in them are ready for the pace and depth of change they now face.

All this change requires a new kind of vision, planning, and focus of resources. At the heart of these new visions must be both a clear delineation of what should be preserved and what should be transformed — and of a process for change. It is too early to paint a coherent picture of a new stable state. The best that can be offered is a collage of desirable characteristics that leaves room for a multiplicity of solutions and recognizes the need to preserve the strengths found in the variety of the present higher education system in the United States — and in the state of Indiana.

II. DIVERSITY OF EDUCATIONAL USES OF INFORMATION TECHNOLOGY - INFORMATION LITERACY AND COMPETENCIES, ARTICULATION, STANDARDIZATION, AND BEYOND

At the level of “Information Literacy” there has been a rapid increase in the last few years of the capability of faculty and students to use the basic tools of word-processing, electronic mail, and the World Wide Web. Students are now often assumed to be more capable of performing certain assignments using information technology upon entry into
Indiana’s regional universities. Students exiting these institutions will be expected to use the full range of available computer tools and information resources in problem-solving situations: using word-processing, performing numerical analysis using spreadsheets, finding information using the Web, and making dynamic presentations using computer presentation tools. These skills and competencies comprise an emerging and ever-changing standard of “Information Literacy.”

Faculty, too, now come to Indiana’s regional universities’ campuses with expectations of information technology support. Long-serving faculty are seeking support to assist them in making the formidable transition to technologically assisted instruction. For students and faculty alike, careful planning and ongoing support and upgrading are needed if information technology resources are to be adequate to meet their needs and to prepare students for life and work in the 21st century.

Best Practices:

- Indiana University itself is in the forefront nationally of institutions with a strong technological infrastructure and an extensive and impressive planning process.

Recommendations:

- “Appropriate incentives and support should be established so that faculty and staff are encouraged in the creative use and application of information technology for teaching, research, and service…” [IU Information Technology Strategic Plan, Recommendation E 3]
- The review and evaluation process for tenure and promotion should take into account the creative use and application of information technology by faculty.
- The IU system should pay close attention to the need for developing and maintaining consistent standards for student access to information technology and information resources on- and off-campus. Such consistency will be especially important for students transferring between community colleges and four-year colleges.

III. DIFFERENCES BETWEEN REGIONAL CAMPUSES AND BLOOMINGTON/JUPUI

The Indiana regional university campuses have not been leaders in providing access to and fulfilling expectations about technology and education. Technology should be a tool to equalize the availability of educational resources among the campuses, not just within the Indiana system, but in comparison with higher education as a whole. Regional campus students must have equitable access to the information that technology can afford and access to the technology itself that enables them to reach these increasingly valuable information resources.

Student populations and the missions of the regional campuses differ from the larger two “flagship” campuses in many ways. Academically talented and academically challenged,
mature and immature, poor and wealthy, part-time and full-time, single and parents, young and old—students on the regional campus are reflective of the diversity of the state of Indiana. Within this diversity, the regional campuses tend to serve individuals who are disproportionately in categories that make them underprepared to deal with technology. Most of them need additional training and exposure to technology’s use. Regional students tend to be first generation college students. Most work full time. Many are themselves parents. They come from life experiences that do not include much exposure to technology, and they do not have the personal resources to purchase computers or to subscribe to Internet services. While students are entering the university with more knowledge about technology than they would have had even five years ago, many are still behind in their general technological competency.

Recommendations:

- Students at regional campuses need flexible access to computing resources. A single solution, such as a modern pool, financial assistance for computer purchase, on-campus laboratories, loaning computers, cannot meet all the needs of this diverse group.
- Given the tendency of regional campus students to “stop out” for a semester, individual user IDs should not be terminated for at least a year.
- Paid assistantships for student technology assistants should be developed, since relatively few regional campus students have sufficient discretionary time to serve as volunteers.
- If regional universities are to achieve the same levels of access as at most other comparable institutions, hardware needs to be replaced in a timely manner (maximum three year life-cycle full-cost funding).

IV. TEACHING AND LEARNING CENTERS (ON-CAMPUS AND VIRTUAL)

Something beyond traditional organizational structures and academic support service facilities is needed to meet the growing need on each regional campus to support faculty efforts to identify and implement new combinations of effective pedagogical approaches and new applications of information technology. Perhaps most important, faculty technology support plans and services must be well-linked with faculty development efforts; and through these collaborative linkages more realistic expectations for both should be developed and achieved.

Best Practices:

- Implementation of TLC’s (Teaching and Learning Centers) at three regional campuses (IUSB, IUSE, IUK).
- Move to base-budget funding of TLC (IUSE.)
- UITS (University Instructional Technology Services) support for TLC and other instructional technology initiatives through the Leveraged Support Model.
• System wide instructional initiatives like OnCourse that have been disseminated through the TLC's.
• NETg and CBT agreements for computer based training that have been disseminated through TLC's.

Recommendations:

• Each regional campus should have its own, base-funded Teaching and Learning Centers. Such a center would:
  ➢ report to that campus' Academic Affairs office, or to the office of Information Technologies, or both, as the campus sees fit;
  ➢ provide support for the improvement of teaching and learning generally, and not just through technology, although technology would comprise a major part of its mission;
  ➢ provide support for the use of technology in instruction on each regional campus;
  ➢ provide support for computers and applications on each regional campus; and
  ➢ provide support for the development and continuation of courses with online components ("partially online" or "hybrid") courses; and
  ➢ provide support for the exploration of developing fully online course offerings in the long term.

• The regional campuses should collaborate to develop a Virtual Teaching and Learning Center available to all regional campuses, which might be associated with the proposed Center for Regional Campus Excellence (CRCE) and centrally located at IU-Kokomo. Such a V(TLC) would:
  ➢ have its own staff;
  ➢ be largely Web-based;
  ➢ provide a database or clearing-house of online or "hybrid" courses offered at any of the regional campuses;
  ➢ provide support for the individual regional campus TLC's and for regional campus faculty seeking appropriate instructional technology;
  ➢ work to pool the expertise of faculty and staff knowledgeable about and experienced in the use of technology in instruction on the regional campuses; and
  ➢ facilitate communication about teaching and learning with technology among regional campus faculty, professional and technical staff, and administrators.

• The regional campuses should develop a UITS-funded position to encourage the use of, and for state-wide support of, the regional campus TLC's.
  ➢ this position would have its "home base" in the proposed CRCE at IU-Kokomo, presumably associated with the (V)TLC recommended above;
  ➢ the person occupying this position would particularly work to link the regional campus TLC's with the (V)TLC;
  ➢ the duties of the person occupying this position would include visits, on a rotating basis, to each regional campus in order to provide the specialized expertise that individual campuses cannot afford.
V. TECHNOLOGY INFRASTRUCTURE

The information technology infrastructure necessary to foster excellence at the regional campuses is many-faceted and complex, with growing needs, dependencies, and expectations across all campus constituencies that must be mapped into a dynamic and rapidly changing hardware and software landscape. Meeting these needs and expectations while maintaining a reliable, ever-changing information technology infrastructure, and providing appropriate support and training is the challenge that must be met.

The May 1998 University-wide Information Technology Strategic Plan: Architecture for the 21st Century provides a detailed guide for developing excellence in information technology deployment, utilization, and support at all campuses of IU. As the action items of the plan are implemented, all campuses will benefit and move toward achieving the goal of becoming preeminent in the creative use and application of information technology to support the mission of each campus and the University. The following recommendations in this report are designed to apply the Strategic Plan specifically to the regional campuses and take into account the many difficulties faced by smaller campuses in achieving economies of scale.

Best Practices:

The Indiana University system is to be commended for:

- Establishment of VPIT (Vice President for Information Technology) and regional VCIT Vice Chancellors for Information Technology) positions.
- Formulation of the IU Strategic Plan under direction of the VPIT.
- Commitment of financial and human resources to carry out recommendations of the Strategic Plan.
- Major university-wide license and purchase agreements with leading software and hardware vendors.
- Support for monthly CIO (Chief Information Officers) meetings that provide a forum for regional and central IT personnel to share information and discuss issues.

Recommendations:

The following recommendations are made to the IU system as a whole. A number of them, reference specific Action items already present within the Strategic Plan. (A detailed discussion of current regional campus computing resources may be found in the complete report included in Part Two)

1This section of the report was prepared by Kirk Aune, IUSB; Steve Reynolds, IUE; Gordon Welty, IUK; Don Stewart, IUNW; Larry Mand, IUSE.
A. Infrastructure and Fiscal Planning:

Regional campuses, while continuing to make progress, still face serious budget constraints in providing adequate and equitable instructional technology resources for their students and faculty. Unlike the larger campuses, they are unable to take advantage of economies of scale:

- Continue to focus attention on and provide funding for the desktop replacement, the teaching and learning centers, and the classroom technology action items to ensure that all campuses provide the same level of technology support for teaching and learning.
- Focus on increasing network capacity to the regional campuses to accommodate the rapid development of Web-based technologies that facilitate teaching and learning and support faculty research.
- Pursue means of providing off-campus access to information technology resources for students, faculty, and staff through all viable technologies with national and regional service providers.
- Maintain the focus of the Strategic Plan deployment with uniform emphasis across all campuses of the university.
- Build life-cycle replacement funding into its planning at every level of investment in information technology (including personal, departmental, and central systems, and network hardware and software); and University Information Technology Services, UITS, should develop a life-cycle replacement model to use where needed in conjunction with its investments in information technology. (Action 1)

B. Access to Network Resources:

As the importance of telecommunications continues to increase almost exponentially, regional campuses must be supported in their ability to maintain and upgrade connectivity and networking:

- Review the market compensation levels for qualified IT professionals at each campus and in their surrounding communities, and seek to make compensation competitive with employment alternatives, within the context of overall University salary goals. (Action 4)
- Provide students, faculty, and staff with reliable access to computing, data storage, and information and network services, on the campuses and off. (Action 5)
- Provide each regional campus reliable wide-area network connections.
- Develop special pricing agreements with national and regional vendors for students, faculty, and staff at the regional campuses to provide high-speed access to the IUNet and their campus networks from their homes and workplaces
- Offer network connectivity to those students, faculty, and staff who bring a mobile computer to campus and provide campus-based network access sites, including classrooms as well as open study areas, using wired and/or wireless technology,
whereby students will be able to connect network-ready mobile computers to the network.

- Create a Global Namespace so that everyone in the university has a unique user name for authentication and identification.

C. Institutional Commitment: Faculty and Staff Engagement:

The two larger IU campuses provide support to department-level units through a department-provided support person who receives training and support from IUTS. The regional campuses are virtually the sole providers of technology support on their respective campuses since few departments are large enough to support unit-specific personnel.

- Encourage schools across the University to provide more resources for maintenance and training for departmental and school computing environments. They should work creatively with the IT organization to train, retrain, and distribute knowledgeable individuals to maintain distributed systems. (Action 8)
- The University should continue to support the efforts to educate and certify IT professionals in needed functional areas of the profession. These programs should be expanded to reach a wider University audience, especially on the IUPUI and regional campuses. (Action 10)

D. Teaching and Learning: Content, Access, Distributed Education:

The non-residential nature of the regional campuses gives special emphasis to the need for off-campus access to computing and online learning capabilities.

- To support course tools development and initiatives in distributed education, UITS should evaluate Web-based learning environments and offer faculty a comprehensive set of options to easily create, edit, revise, and maintain online course material. (Action 12).
- UITS should ensure an available and reliable infrastructure of networks, servers, storage, and applications for the support of online courses and other new learning experiences. (Action 18).
- UITS, working together with the IT organizations at each of the regional campuses, should provide and maintain the necessary technology infrastructure to enable effective and innovative online learning, as well as support ongoing needs for file and application serving, and access to Internet and other online resources.
- Beginning immediately, all planning and renovation of classrooms and other teaching spaces should evaluate and incorporate information technology needs. The costs of information technology identified in prior planning effort as well as future efforts, should be fully base funded to provide for acquiring and installing equipment, as well as for maintenance, repair, life-cycle replacement, and support. (Action 21)
E. Research, Computation, Communication, Collaboration

A number of existing research and technology initiatives, especially at the larger campuses but also at the regional campuses, provide excellent opportunities for inter-campus collaboration. The regional campuses should be encouraged and aided in participation with these activities, and, in some cases, be assisted in the development of similar activities at each campus.

- UITS should launch an aggressive program to systematically evaluate and deploy across the University state-of-the-art tools and infrastructure that can support collaboration within the University, nationally, and globally. (Action 27)

- The University through UITS should provide support for a wider range of research software including database systems, text-based and text-markup tools, scientific text processing systems, and software for statistical analysis. UITS should investigate the possibilities for enterprise-wide agreements for software acquisitions similar to the Microsoft Enterprise License Agreement. (Action 33)

F. Information Systems: Managing IU’s Information Assets

Providing a standard interface to university administrative systems leverages the training required of staff and ensures the highest efficiency in use of these systems. State-of-the-art information systems for administrative needs are essential to provide the quality of service and ease of access expected by students, faculty, and staff.

- IU should implement as soon as possible a new Student Information System in a way that integrates identified best practices in providing services to students and is adaptable to future changes. (Action 36)
- UITS, working with the users of IU’s administrative systems, should develop a common interface environment that will support the efficient and effective accomplishment of the day-to-day administrative tasks of the University. (Action 37)
- UITS should develop a consolidated information delivery environment, leveraging technologies already in use and expanding on these with newer tools. And UITS should complete implementation of an enterprise-wide data warehouse environment, currently in progress, to support university data access and information about this data. (Action 39)

G. Telecommunications: Applications, Infrastructure, Convergence

Combining data, voice, and video technologies on a converged infrastructure should provide increased efficiency, better utilization of resources, and more commonality in the variety of systems and training. Setting base levels and standards will help ensure that applications will operate correctly across all campuses and should provide opportunities for cost saving using university-wide purchasing. Streaming media production, deployment, and support capabilities technology will be the core of new instructional and
research applications and must be available to the regional campuses if any of these activities are to achieve their potential

- UITS should accelerate planning for a converged telecommunications infrastructure that aims to maximize the benefits to IU of this emerging technology direction. It should be accompanied by an aggressive program of testing and trailing of new ‘converged’ technologies. (Action 46)

- A uniform base level of telecommunications connectivity and standards should be defined, communicated, and where necessary, implemented for all campuses. (Action 49)

- The University should begin the production deployment of streaming media services such as videoconferencing and video and audio stores. It should ensure that support is provided for quality of service on the University networks to ensure that emerging instructional and research applications relying on interactive or streaming media (including digital libraries and distributed education) can have consistent and acceptable performance. (Action 53)

H. Support for Student Computing

Support for student computing should include a campus technology support center and a computing environment that is seamlessly accessible across boundaries of campus, home, and workplace. Computer labs fully equipped with appropriate technology should be open the maximum number of hours possible throughout the week with competent consultants available. Wired and/or wireless connection points to the campus network for student-owned computers should be available.

- UITS, with the departments, schools, and campuses, should develop a model for student technology support that provides:
  ➢ a basic level of support and technology infrastructure to all students;
  ➢ advanced support, typically for advanced degree students in graduate and professional programs, that is discipline-specific and may be integrated with the teaching or research activities of a school or department; and
  ➢ advanced support to undergraduate students as needed, especially for students in disciplines which do not provide such specialized support. (Action 54)

- IU should consider a program of incentives to increase student ownership of computers, including some combination of direct financial assistance, negotiation of institutional discounts for student purchases, on campus sales and support, and encouragement from the highest levels of the University. (Action 58)

I. Digital Libraries and the Scholarly Record

- The University should develop a digital library infrastructure that will provide a common technical and organizational base for new and ongoing digital library programs. (Action 60)
J. Security, Privacy, Intellectual Property

- UITS should focus special attention on providing reliable authentication and access management systems. (Action 67)

The Action items selected above from the Strategic Plan describe an information technology infrastructure capable of supporting and fostering excellence in the creative use and application of information technology across the University and, specifically, at the regional campuses. If these objectives can be achieved, regional campus students, faculty, and staff will have a technology environment which will encourage and enable them to imagine, explore, and communicate, to teach and learn, in ways that best suit them, at times they choose, from locations they select. It will remove barriers, spur innovation, and allow the regional campuses to achieve the excellence to which they aspire.
SUMMARY

INTER-CAMPUS COLLABORATION
I. THE NEED FOR COLLABORATION

Across all sectors of American society, there is a new interest and enthusiasm for collaboration. Today's problems, whether educational, social or economic, are too complex and interrelated for solutions to be developed by autonomous entities acting in isolation. Business, industry and health care have increasingly encouraged collaborative models as a means of sharing expertise, information, and resources. Academic institutions can also benefit from collaboration. They can act collaboratively:

- to enhance faculty development,
- to improve the quality and quantity of program offerings,
- to extend research partnerships,
- to promote student success, and
- to seek collective funding.

The challenge for regional campus collaboration within the Indiana University system will be to maintain the unique diversity of each campus, yet capture the expertise of faculty to accomplish the goal of shared excellence. Meeting these goals will also require addressing numerous structural, policy, procedural, and personnel issues that currently block collaborative efforts.

The existence of numerous collaborative projects within the system, indicates that IU is well positioned for statewide partnerships. The focus of this project is to explore the expansion of collaborative efforts specifically to promote regional campus excellence. To achieve these goals campuses will need to:

- attain a deeper understanding of the importance of "equality" as a fundamental principle of collaboration;
- recognize the need for a "system approach" to collaboration;
- appreciate the importance of building learning communities of scholars and teachers across campuses;
- increase the quality and volume of course and program collaboration both among the regional campuses and with IU Bloomington and IUPUI;
- establish a formal mechanism for building research capacity on the regional campuses;
- focus collectively on the student experience in order to enhance retention and success;
- renew their focus on community and economic development; and
- establish mechanisms for system-wide collective funding to support collaboration.
II. PRINCIPLES OF COLLABORATION

The regional campuses of Indiana University interact with a wide range of institutions, organizations, community groups, and important constituencies. While these interactions vary widely in scope and substance, there are a set of fundamental principles that can and should govern relationships both inside the Indiana University system and outside the system with other educational sectors and with the community at large.

First and foremost, collaboration works best when all parties regard each other as equals. Participants in collaborative enterprises need to assume expertise, knowledge, and good will from all who are present. Nothing can stop collaboration quicker than an attitude of superiority on the part of one party or another.

A number of essential planning elements also contribute to successful collaborations:

- Good faith understanding that the state and IU administration will support worthwhile collaborations;
- Clarity and agreement over goals and objectives;
- Clear definitions of the roles and responsibilities of members of the collaborative;
- An implementation process that includes benchmarks and timelines and the necessary resources to meet these goals;
- Effective communication to all parties involved;
- Structures for sustaining the collaboration; and
- A commitment to assessment of results

III. A SYSTEM APPROACH TO COLLABORATION

The overall objective of the "regional excellence" project is for the regional campuses to discover and apply standards of excellence that are unique to this sector. In the years ahead, the goal should be for the regional campuses to be true partners with Bloomington and IUPUI in this endeavor. Without a more systemwide approach to governance, this may not be possible.

The competitive environment of higher education poses a particular threat to regional campuses. On one side, the lower costs and more vocational orientation of community colleges challenge the regional campuses; on the other side, they must compete with the prestige and name brand of the flagship university. Their relative small size also puts them at a disadvantage as they seek economies of scale.

A system concept has important advantages for regional campuses. Systemization tends to raise the quality of offerings, physical and technological infrastructure, and compensation of faculty on the regional campuses, as well as provide needed support to smaller units that serve local needs. Systems approaches can also help balance the research priority of the flagship campuses with the pressing needs for local economic development initiatives and service as well as strengthen teaching and learning.
commitments. Systems can create important "utilities" in administrative services, technology, purchasing, and marketing that can gain economies of scale that smaller units are unable to achieve. Unlike many other university systems around the nation, IU lacks fundamental structures aimed at strengthening and enhancing the role of the regional universities even though the university has developed a number of initiatives aimed at enhancing the quality of the regional campuses. This foundation must now be built upon and significantly expanded. Such collaboration and symbiotic relationships among the regional campus are especially important in view of the emergence of a community college sector in Indiana. One issue that will need immediately to be addressed in that regard is the systematizing of transfer policies for students moving from two-year to four-year regional institutions.

Best Practices:

- Well-respected systems such as the University of Wisconsin and the University of North Carolina have chief executive officers whose responsibilities are for system management alone. System staffs are concerned with the welfare and competitiveness of all the campuses and have developed a variety of "system utilities" to support campus activities. These systems also provide a forum within which meaningful collaboration can take place.
- Indiana University's FACET programs and other statewide programs to recognize good teaching through teaching awards and undergraduate research projects provide excellent examples of collaborative activities within the IU system.

Recommendations:

- Significant changes in governance arrangements and operating procedures within IU administration need to occur before significant collaboration can occur. Without stronger system-level support, the IU regional campuses may be unable to respond to the challenges they face in the years ahead.²

IV. FACULTY DEVELOPMENT

One valuable benefit of increased collaboration would be the extension of faculty development efforts beyond individual campuses. The goal would be to create “learning communities” among all regional campus faculty for purposes of professional development around issues germane to their student populations. For example, faculty at regional campuses could share effective strategies for working with first-generation college students, commuting students, working students, or underprepared students. Such collaborative work could be fostered if regional campuses shared outstanding campus programs through live internet transmission, if departmental symposia were aired live over the Virtual Indiana Classroom (VIC), or if campuses shared resources to be more competitive for “name” scholars and artists.

² Although the team working on Patterns of Collaboration did not identify specific assessment measures, such measures can be inferred from the introductory discussions to each section.
Best Practices:

- The California State University system’s Center for Distributed Learning not only facilitates the development of commercially viable digital materials, but also has fostered the access and exchange of materials created by individual faculty. Its Merlot web site [http://merlot.csuchico.edu] contains much valuable material.

Recommendations:

- The IU Regional campuses should work to create learning communities among faculty that will connect regional campus faculty in their teaching, research, and learning goals.
- The Associate Vice President for Distributed Learning at IU Central should explore the development of a "learning community web site" modeled on the Merlot site in the California University System.

V. COURSE AND PROGRAM COLLABORATION

The regional campuses of Indiana University currently are experiencing pressures from many external and internal sources. Each campus has problems shared by others, and each has problems unique to its location. While the composition of the student body and clientele is similar, the nature and location of competitive institutions differ in some instances. Indiana’s ability to attract traditional students from local high schools suffers as the number of high school graduates declines. However, institutions in larger urban areas are in a very good position to attract returning non-traditional students.

One common problem shared by regional campuses is external pressure to validate and justify program degree offerings in the arts and sciences. Many departments enjoy substantial enrollments in core requirement courses, but these enrollments decrease to a handful in upper-level classes. In addition, many upper-level courses are offered only once a year, and in some instances, every other year. Smaller campuses cannot offer some programs because of a lack of student enrollment, and there are some programs that no regional campus could deliver alone, but could do so with another regional campus. Therefore, program and curriculum collaboration could promote growth, student retention, and the ability to deliver educational opportunities to a wider array of publics on the regional campuses.

For the IU regional campuses, some courses have been shared easily over the Virtual Indiana Classroom; others have experienced great difficulty. Technology, however, is rapidly changing. Developments such as video conferencing over the Internet with much lower bandwidth requirements will both improve quality and lower costs of collaboration.

Faculty resistance to collaboration through technology remains significant, however. In general, the reasons for resistance are categorized as fear and "turf protection." But logic
dictates that turf protection will be of no use if degree programs are discontinued. From a student perspective, the regional campuses should be offering the widest possible choice of both delivery modes and cross-registration. If students of the future are to take courses from multiple providers (who may be located anywhere in the world), the regional campuses will need to offer the highest quality programs possible in order to compete. This cannot be done without joint program development.

Best Practices:

- Project NExT (New Experiences in Teaching) sponsored by the Mathematical Association of America and Exxon Education Foundation. Project NExT involves attending workshops on teaching and interacting through e-mail – members can post questions about books, techniques, and software and get answers. In addition, each member is assigned a mentor who can provide assistance. Such a project for the regional campuses could create an atmosphere of sharing and trust among departments.
- Educational Object Economy (EOE) sponsored by Apple Computers. EOE creates a complementary online community based on the creation, sharing, and use of teaching resources.³

Recommendations:

- Regional campuses need to increase the volume and quality of course and program collaboration, both among regional campuses and with IU Bloomington and IUPUI. The emerging community college system also should provide opportunities for joint program development.

VI. COLLABORATIVE RESEARCH

While the IU system has a mechanism for collaboration in research efforts, it has not effectively focused on scholarship concerns at the regional campuses. Many regional campuses are woefully understaffed in their offices of sponsored research, and many discipline specialties have only one faculty member. Such individuals have very little opportunity to collaborate on their own campus and must network regionally to achieve excellence. If the proposed Center for Regional Campus Excellence were to be implemented, that Center’s responsibilities could include staff working on behalf of collective grant applications as well as communication and dissemination mechanisms through the World Wide Web. This would allow faculty to communicate with others about their work and serve as an initial form of publication for feedback purposes. Furthermore, there is a need for regional campus research startup and collaborative research funds to support partnerships in the IU system.

³ More information about Project NExT may be found at archives.math.utk.edu/projnext/ and about EOE at inct.ed.gov/~kstubbs/free/internal/coe.html
Best Practices:

Many best practice programs in the IU system could be used as models for establishing programs specific to the regional campuses. These programs include:

- RUGS grants for initiating research and research travel, as well as assistance with grant writing for a wide variety of agencies.
- IU President's Council for International Programs International Projects Grants (up to $1,500 each) for research projects overseas, and Campus Enhancement Grants limited to the small campuses (up to $1,500 each) for library and archival research in this country relative to a project with international dimensions.
- International Conference Fund for presentation of a paper at a refereed international conference.
- The IU Institute for Advanced Studies Governing Board, with members from every campus, encourages collaborative research among IU faculty and faculty from other institutions, including international institutions, and helps arrange funding to bring distinguished faculty to campuses for short periods.

Recommendations:

- Regional campuses need a formal mechanism to promote and gain external support for regional scholarship concerns.

VII. ENHANCING STUDENT SUCCESS

Students at regional campuses have been called members of the "new majority." Even if they are of "traditional" college age, their lives are not those of the traditional college student. For many students, college study is only one of a host of responsibilities they must juggle—home, family, and job. Exit studies with students leaving IU programs without a degree indicate that these significant external demands are a major barrier to retention and college completion.

Academic support for students at a regional campus is generally focused on remediation, supplemental instruction, and tutoring programs. But there is an entire range of academic support programs available to students on a residential campus, based on aspirational rather than "deficit" models, which do not exist at regional campuses. Since many regional campus students are first-generation collegians, they lack role models and mentors to guide them to particular collegiate and post-baccalaureate opportunities. Many services that are "givens" at residential colleges are not generally available to regional campus students. Regional campus students are unaware of graduate school opportunities, they never meet with a graduate school recruiter, nor are they encouraged to apply for competitive fellowships or scholarships.

Recognizing the multiple claims of work and family, many programs have already been put in place at the local campus level, ranging from on-site daycare and children's centers,
to supplemental instruction to distance learning, to flexible course scheduling. Entrepreneurial faculty on several regional campuses have set up "study abroad" programs for their regional campus students (who are underrepresented in such programs nationally). Through inter-campus regional collaboration, resource sharing, and coordination, other programs (such as special academic internships) could be established to meet students' needs to stretch their boundaries both academically and socially, giving them a fuller sense of their possibilities as students, and thus enhancing their chances for completion.

Other strategies could bring broadening experiences within the reach of the "new majority" student who otherwise feels limited and "place-bound." These include provision of travel funding; bringing a series of programs to the campuses, or alternating regional campus "hosts" rather than requiring students to come to IUPUI or IUB; and creation of short-term rather than long-term study projects or internships.

Best Practices:

- The five-year university-wide Lilly Project, which brings together representatives from each campus to identify and discuss the best retention strategies.

Recommendations:

- All participants in the five-year Lilly grant project should convene at a university-wide conference, and the findings on retention should to be disseminated among key administrative officers and faculty. Such a forum would serve as a critical juncture in cementing future retention collaborative effort and should include concurrent sessions on collaboration with both local high school and Ivy Tech/Vincennes articulation.
- Regional student academic conferences, such as the IU Women's Studies Conference and IU Undergraduate Research Conference.
- Regional student web site: Job listings by specific academic majors.
- Regional student traveling graduate school fair: Graduate school recruiters visit regional campus students each year
- Identifying a cadre of former national fellowship winners on IU regional faculties and sponsoring their informational visits to regional campuses to meet with students and encourage applications (for example, Marshall, Rhodes, Fulbright, Eisenhower, Truman, Mellon, NSF, NIH).
- Regional workshops on applying to graduate school.
- Regional internship "hotline" or "bulletin board" to announce positions in various disciplines and work sites, summer or academic year programs at a nearby campus, career "shadowing" arranged by/on another campus.
- Special funding to encourage regional campus student exchanges and visits to other campus programs.
- IU Regional Student www site: could be part of faculty Merlot site
VIII. COMMUNITY AND ECONOMIC DEVELOPMENT

Many activities related to workforce development, technology transfer and community building are, by necessity, carried out by individual campuses, who know their "neighborhood" best. But increasingly institutions are joining into partnership programs. When a new industry or company locates in a region, it is likely to have training and education needs that stretch across levels and programs. In the area of community development, many campuses have sought support for facilities to serve local needs, but have failed to gain system-level support. If the regional campuses had a cheerleader working closely with the parties, it is more likely that the needs of regional citizens would be more adequately met.

Best Practices:

- When IBM of Vermont sought to outsource all of its in-house training as well as provide opportunities for educational advancement, the company looked to a coalition of research universities, regional campuses, and vocational-technical programs. Such a coalition of Vermont higher education institutions provides everything from basic skills to graduate engineering and computing courses.

Recommendations:

- The regional campuses or the IU system should consider jointly supporting an office to serve as broker and liaison to businesses in Indiana. Such a broker should represent no single campus or program but the system as a whole.

IX. ISSUES AND QUESTIONS

Collectively, the regional campuses represent a formidable group. They include a wealth of talent, resources, an array of constituencies, and are a source of potential investigators and/or grant administrators to rival any single campus site. Regional collaborative governance would require administrative collaboration rather than competition. If a strengthened system office or the regional Chancellors speaking with one voice to the board, could identify some common, high-need priorities for collective funding, many of our recommendations could become a reality. Together regional campuses could meet the need for matching funds. Three possible strategies, or a combination thereof, could significantly help in funding these and other recommendations:

- External grants pursued collectively by the regional campuses.
- Allocations from the system office to directly support regional mechanisms and projects.
- Regional campus allocations or fees to fund joint projects or positions (for example, a shared sponsored research office).
Many additional issues and questions will need to be addressed as the regional campuses move ahead toward program and faculty collaboration. First, collaboration must be defined, keeping in mind the faculty expertise, career stages, field of specialization, and personal goals. This will involve system-wide change because at the present time, rigidity of administrative policies and procedures inhibit regional campus innovation and collaboration. The following agenda could serve as a springboard for discussion:

- Reconsider how credit hours and faculty load are calculated; reconsider criteria for tenure including single author vs. co-authored articles; review merit increases and evaluation of faculty performance; review reconfiguration of class hours (summer courses), location and ways in which faculty teaching load is credited.
- Examine technological resources, travel funds, library and personnel support systems.
- Create mechanisms to communicate with administration about each campus mission and how to adapt best practices to support a resident faculty.

Second, why a faculty member would wish to collaborate? Traditionally, the archetype of the American professor is one who excels at research and scholarship, teaches only upper-level or graduate courses, and works alone to achieve status. As a scholar, a faculty member is free to choose his/her area of research and in return for teaching and scholarly contributions, expects to be supported in a lifelong quest for knowledge within his/her field. As higher education institutions face increasing fiscal and student retention challenges, the role of a faculty member has become more fragmented. Institutional demands in the form of heavier teaching loads and a vague mission of the university result in poor morale and increasingly acrimonious administrative/faculty relationships.

Finally, how will collaboration among a faculty result in a quality education for students? This crucial question needs to be answered in order for faculty to "buy into" the concept of collaboration. Not all faculty will be interested in participating, and participation should be optional without penalty for non-cooperation or threat of non-tenure. Development of the regional faculty for collaborative activities should thus begin with an interested core group dedicated to maintaining a quality educational experience. The idea of "collective rewards" to groups of faculty across campuses that have formed productive collaborations should also be encouraged. Such fruitful collaboration might also be encouraged by the creation of the proposed Center for Regional Campus Excellence, or some other mechanism, that could facilitate the creation of a collaborative environment and enable campuses to reap the benefits of a shared professional experience.
EXCELLENCE IN TEACHING AND LEARNING: THE STUDENT LEARNING EXPERIENCE

Professor Barbara Walvoord
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- Mark Sheldon: Professor, Department of Philosophy, IU Northwest
- James Tolhuizen: Chair, Associate Professor, Department of Communication, IU Northwest
- Marilyn Vasquez, Interim Executive Vice Chancellor, Academic Affairs, IU Northwest
- Benjamin Young, Vice Chancellor, Enrollment Services, IU East

MEETING DATES: November 6, 1998
February 19, 1999
April 23, 1999
EXCELLENCE IN COMMUNITY SERVICE ACTIVITIES

Dr. Glenn A. Goerke
Consultant

THE CONSULTANT: Dr. Goerke

THE TEAM:

- Tom Allen: Vice Chancellor of External Relations, IU Kokomo
- Sita Amba-Rao: Professor of Management, Business Department, IU Kokomo
- Kevin Sue Bailey: Professor for Division of Education, IU Southeast
- Jacqueline Cault: Associate Vice Chancellor of Academic Affairs, Director of Off-Campus Programs, IU South Bend
- Cathy Ludlum-Foss: Assistant Professor of Philosophy, Humanities & Fine Arts, IU East
- Joanne Matika: Vice Chancellor External Relations & Development, IU East
- Lynda Narwold, ASN Coordinator & Clinical Instructor, IU Kokomo
- Deena Nardi: Associate Professor, Division of Nursing, IU Northwest
- Paul Newcomb: Director, Master of Social Work, IU South Bend
- Ernest Smith: Vice Chancellor, Student Administrative Services, IU Northwest
- Cheryl Stolle, Associate Professor of Social Studies, IU East
- Timothy Sutherland: Associate Librarian/Government Documents, IU Northwest
- Brenda Swartz: Coordinator, REDRC Business & Economics, IU Southeast
- Christine White: Lecturer in Nursing, IU South Bend

MEETING DATES:

November 13, 1998
February, 19, 1999
April 9, 1999
EXCELLENCE IN ACADEMIC PROGRAMMING

Professor James Ratcliff

THE CONSULTANT:  Dr. Ratcliff

THE TEAM:

- Paul Blohm: Professor, Division of Education, IU Northwest
- Joanna Goldstein: Dean of Humanities, Professor of Music, IU Southeast
- Robert Hertzog: Associate Professor, Division of Humanities and Fine Arts, IU East
- Shelle K. Kelz: Associate Professor/Dean of Arts and Sciences, IU Kokomo
- Suzanne Konzelmann: Associate Professor of Economics, IU South Bend
- Eldon L. Little: Professor of Business Administration, Business and Economics, IU Southeast
- Vandana Rao-Dev: Assistant Professor of Economics, IU East
- Roy Schreiber: Professor, Facility Development Coordinator, Department of History, IU South Bend
- Margo Sorgman: Professor of Education, IU Kokomo
- Bob Strikwerda: Associate Professor of Philosophy, IU Kokomo
- Danielle Taylor-Guthrie: Associate Professor of Minority Studies, IU Northwest
- Walter Wagor: Assistant Professor of Psychology, IU East
- Karen White: Assistant Vice Chancellor of Student Affairs and Director of Freshman Division, IU South Bend

MEETING DATES:  
February 5, 1999
April 23, 1999
October 22, 1999
EXCELLENCE IN SCHOLARSHIP
AND CREATIVE WORK

Dr. Eugene I. Maeroff
Consultant

THE CONSULTANT:  Dr. Maeroff

THE TEAM:

• Cecil Blake: Vice Chancellor Administrative & Fiscal Affairs, IU Northwest
• Kris Dhawale: Professor of Biology, Chair Natural Sciences and Mathematics, IU East
• Paul Kern: Professor, Department of History, IU Northwest
• Jon Kofas: Professor of History, Social and Behavioral Sciences, IU Kokomo
• John Lewis: Chair Department of Political Sciences, IU South Bend
• Kirk Mecklenburg: Associate Professor, Biological Science Department, IU South Bend
• Thomas C. Miller: Associate Dean, Division of the Arts, IU South Bend
• T. J. Rivard: Associate Professor of English, IU East
• M. Diane Roberts: Vice Chancellor Academic Affairs, IU East
• Diane Roden: Associate Professor of Finance, Business Department, IU Kokomo
• Marcia T. Segal: Associate Vice Chancellor Academic Affairs and Dean of Research, IU Southeast
• David W. Taylor: Associate Professor, Division of Natural Sciences, Biology Curator, IU Southeast
• Thomas von der Embse: Dean of Business and Economics, Professor of Management, IU Kokomo

MEETING DATES:  February 5, 1999
                    May 7, 1999
                    October 22, 1999
EXCELLENCE IN INFORMATION TECHNOLOGY

Dr. Steven Gilbert
Consultant

THE CONSULTANT: Dr. Gilbert

THE TEAM:

- Kirk Aune: Associate Vice Chancellor, Office of Information Technologies, IU South Bend
- John Black: Vice Chancellor Administrative and Fiscal Affairs, IU Northwest
- Michael Certa: Associate Professor, Department of Computer Information Systems, IU Northwest
- John Dalphin: Professor of Computer Science, IU East
- Fred Herschede: Professor of Economics, Business & Economics Department, IU South Bend
- G. Lynn Hufford: Director of Library and Media Services, IU East
- Gary Kern: Assistant Professor of MSIS, IU South Bend
- Dom Lopes: Associate Professor of Philosophy, IU Kokomo
- Lawrence Mand: Executive Director for Integrated Technologies, IU Southeast
- C. Martin Rosen: Assistant Librarian, IU Southeast
- Susan Shapiro: Associate Professor of Psychology, IU East
- Julia Tinsley: Associate Professor of Data Processing, Natural Information and Mathematic Sciences, IU Kokomo
- Frank H. Wadsworth: Assistant Professor f Business Administration, Business & Economics, IU Southeast
- Gordon Welty: Vice Chancellor for Information Technology and Director of Computer Services, IU Kokomo

MEETING DATES: February 5, 1999
May 7, 1999
November 12, 1999
EXCELLENCE IN PATTERNS
OF COLLABORATION

Dr. James Mingle
Consultant

THE CONSULTANT: Dr. Mingle

THE TEAM:

- Kurt Acton: Director of Connersville Center, IU East
- Jocelyn K. Ainley: Vice Chancellor Student Affairs, IU Southeast
- Eileen Bender: Professor of English/Assistant to Chancellor/FACET Director, IU South Bend
- William Browne, Professor of Psychology and Chair of Division of Behavioral and Social Sciences, IU East
- Judie Csokasy: Associate Professor of Nursing, IU Kokomo
- William Dorin: Associate Professor, Department of Computer Information Systems, IU Northwest
- Mary Ann Fischer: Associate Professor Department of Psychology, IU Northwest
- Mike Keen: Associate Professor Sociology Department, IU South Bend
- Patricia McNames: Associate Professor of Education, IU Southeast
- Sue Sciame Giesecke: Associate Professor of Speech/Chair Humanities, IU Kokomo
- Jack Tharp: Vice Chancellor for Student Services, IU Kokomo
- Eleanor Turk: Professor of History, IU East
- Lee Williams: Assistant Professor of Sociology, Director or Social Sciences, IU Southeast
- Mary Ann Zemke: Chief Financial Officer, Financial and Administrative Services, IU South Bend

MEETING DATES: February 5, 1999
May 7, 1999
October 22, 1999
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CONSULTANTS’ VITAE

Lead Consultant: Alice Chandler

Dr. Chandler served for sixteen years as President of the State University of New York at New Paltz. Prior to that she was Acting President of The City College of New York. She has served as Acting Provost of the State University of New York system. Since retirement, she has been a consultant for such organizations as the American Council on Education and the American Association of State Colleges and Universities, as well as for the State of New Jersey and a number of individual campuses. She is the author of eleven books and monographs, including Public Higher Education and the Public Good (1998) and Paying the Bill for International Education (1999).

Teaching and Learning: Barbara Walvoord

Professor Walvoord is Director of the Kaneb Center for Teaching and Learning at Notre Dame University and Concurrent Professor of English. Her seventh book on higher education, Academic Departments: How They Work, How They Change, is currently in press with Jossey-Bass. Other works deal with teaching excellence and the assessment of student learning. Dr. Walvoord has been principal investigator for more than a dozen research grants and has received several national awards for teaching excellence. Building on her work with the Regional Campus Excellence project, she is currently preparing a grant proposal to study indicators of teaching excellence that will include some of the Indiana regional campuses.

Academic Program Excellence: James L. Ratcliff

Professor Ratcliff was formerly the Director of the federally funded Center for the Study of Higher Education at Pennsylvania State University and is currently Professor and Senior Scientist there. He is the co-author of the Handbook of Undergraduate Curriculum: Innovation and Reform (Jossey-Bass) and has written more than 55 other chapters, articles, etc. His conference papers and presentations are prolific. He has been an active consultant for numerous higher education institutions and has been principal investigator on numerous grants.

Faculty Research and Creative Work: Eugene Maeroff

Eugene Maeroff is the Director of the Hechinger Institute on Education and the Media at Teachers College, Columbia University. A senior fellow at the Carnegie Foundation for the Advancement of Teaching for 10 years, he was previously prominent as National
Education Correspondent for The New York Times. He is the author of six books, co-author of two books, and the editor of two other books. His book *Scholarship Assessed: Evaluation of the Professorate* (Jossey-Bass) deals specifically with issues of faculty research and creative work. He has also served as an Advisory Board member for the Institute of Educational Management at Harvard University.

**Community and Public Service: Glenn Goerke**

Dr. Goerke is Director of the Institute for the Future of Higher Education and President Emeritus of the University of Houston. He previously served as Chancellor at Indiana University East. Dr. Goerke is currently actively engaged in promoting campus-community partnerships. His published articles on the subject include, “Urban Universities Help Cities Build International Partnerships” and “Defining Investment: The Case for Learning.” His consulting and speaking activities are both national and international, and he has served on numerous boards and advisory groups.

**Information Technology: Steven Gilbert**

Dr. Gilbert is currently Director of Technology Projects for the American Association of Higher Education (AAHE). He is founder of the TLT (Teaching, Learning, and Technology) Group, which is a Technology Affiliate of AAHE. Dr. Gilbert is a frequent speaker, consultant, and keynoter at campus events and conferences, and has visited more than 300 colleges and universities since 1993. He was previously Vice President of EDUCOM (now EDUCAUSE), the nationally recognized organization for instructional technology.

**Inter-Campus Collaboration: James Mingle**

Dr. James Mingle served as the Executive Director of the State Higher Education Executive Officers Organization (SHEEO) from 1984-1999. During his tenure at SHEEO, he was involved in virtually every aspect of higher education policy affecting the states. He has also been active with the Association of Governing Boards (AGB). In 1995, Dr. Mingle served as a Visiting Fellow to EDUCOM, and he has been a consultant to the Indiana Commission for Higher Education on telecommunications. He has worked both with the Maine Education Network, the Oklahoma State Regents and has recently worked with the California State system on governance issues.
PART TWO

COMPLETE TEXT OF TEAM REPORTS

- Student Teaching and Learning
- Academic Program Excellence
- Faculty Scholarship and Research
- Regional and Community Service
- Information Technology
- Inter-Campus Collaboration
INDIANA UNIVERSITY PROJECT ON REGIONAL CAMPUS EXCELLENCE


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EXCELLENCE IN TEACHING AND LEARNING:  
THE STUDENT LEARNING EXPERIENCE  
Report of the Task Force on Student Learning and Teaching of the Project on Regional Campus Excellence  
Indiana University  

June, 1999

Prologue

The mission of the regional campus is to serve a particular region's intellectual, cultural, social, and economic needs (New Regional University Summary Report of the Aspen Workshop, August, 1996). The regional campuses differ from one another along several dimensions because of their locations, but they share a common mission and common characteristics that distinguish them from other institutions such as community colleges and research universities. Accordingly, excellence for regional campuses must be defined, assessed, and developed with the particular needs of regional campuses in mind. That is the purpose of this document.

To identify excellence for regional campuses, this report attempts to define:

I. Characteristics of Students on Regional Campuses  
II. Recruitment on the Regional Campus  
   Marks of Excellence  
   Assessing Excellence  
   Recommendations for Action  
III. Student Learning on the Regional Campus  
   Marks of Excellence  
   Assessing Excellence  
   Recommendations for Action  
IV. Teaching on the Regional Campus  
   Teachers' Strategies and Behaviors  
   Marks of Excellence  
   Recommended Goals  
   Assessing Goals  
   Campus Programs and Structures That Support Teaching Excellence  
   Marks of Excellence  
   Recommended Goals  
   Assessing Goals
I. Characteristics of Regional Campus Students

The overarching characteristics of regional campus students are those of the region. Thus students at IU campuses vary from each other. They are also very different from students at residential, flagship campuses. However, as a group, regional campus student populations may share certain characteristics:

- Diversity of age, gender, race, ethnic background, learning styles, academic preparedness and aptitude, understanding of the academic life, and educational objectives. Students of color comprise 4-22% of IU regional campus students (Survey of the Freshman Year Experience IU, 10-26-98, p.6).
- Practical, job-oriented focus; demand that faculty teach them to utilize their knowledge for career goals.
- The shift on Indiana regional campuses to greater proportions of traditional-age students suggests a rising college-going rate. In Indiana, as nationally, higher education is increasingly seen as necessary for a reasonable work life and income level. Thus students, even though many may be the first in their families to attend college, are bolstered by familial and societal expectations and aspirations for college education.

Regional campus students may face challenges in academic work:

- They may lack reading, critical thinking, basic communication, math, and problem-solving skills that are necessary for college-level work.
- They may not have effective study habits and time-management skills.
- They may lack the kinds of assertiveness, punctuality, and other behaviors that typically characterize a middle-class, upwardly-mobile population.
- They may have a narrow view of education, be extremely practical, and focus on achieving their degree or certificate.
- They are extremely pressed for time, and may be unrealistic about their ability to carry courses, work, and family responsibilities.
- Typically 40-50% of IU regional campus students have graduated in the bottom half of their high school class (USNWR 97-98 Academic Profile from Survey of Freshman Year Experiences IU, 10-26-98.). They may have had little experience of academic success and, therefor, lack self-confidence academically.
- Students may exhibit high anxiety, as well as personal and emotional problems.

However, regional students also may possess significant strengths that regional campuses should appreciate and build upon. Here are some statements from regional campus faculty about the students they see in their classes:

- “Our students don’t want a world with the racism and poverty that earlier generations have tolerated”
- “Our students are focused and practical. They want to apply their learning to real-life situations.”
• “Our older students, even many younger students, tend to have jobs and families. They are often stable, purposeful, and know why they want an education.”
• “Our students are often engaged and active citizens. They are rooted to the region and understand it.”
• “Our students are looking for community, for a sense of continuum in their lives.”
• “Our students are often balancing competing priorities with ingenuity, courage, and skill.”
• “Our students are seeking new jobs and roles which may lie outside the traditional expectations of their ethnic group and socio-economic class. They are often visionaries and risk-takers.”

II. Recruitment of Regional Campus Students

The specific mission of the regional campus is to serve the educational needs of the local region. Part of that mission involves raising the expectation level of local citizens whose education might benefit them and the region, and to actively encourage them to enroll. Because of these issues of vision, confidence, and expectation, regional students need to be recruited just as actively, but in different ways, than the geographically dispersed students typically recruited by a residential campus.

Marks of Excellence in Recruitment

Excellence in recruitment outcomes means that the regional campus successfully recruits that group of regional students whose educational goals the regional campus can best serve and who have the potential for success at the regional university. This includes historically underserved populations.

The issue of potential for success is complex. In one sense the mission of the regional campus is to increase the potential for success by offering needed services. In another sense, the campus cannot be all things to all people, and it must focus its resources. Planning for the populations to be served by the regional campus must be part of broader planning for a responsible and inclusive array of educational services offered, so as to enhance the potential for success of the greatest number of a region’s citizens.

Excellence in recruitment efforts means that the campus is employing strategies that the literature in the field and the institution’s own experience suggest are effective for the desired outcomes. These might include:
• Interaction of prospective students with faculty and staff who are well-informed and welcoming.
• Meetings with present and former students.
• Climate of acceptance and welcome on the campus.
• Widespread sites for recruitment, including churches, mosques, synagogues, social groups, high schools, athletics, scouts, and the like, to create a good public relations system for the campus.
• Public relations conducted through a variety of media that engender respect and understanding toward the university’s quality, accessibility, and mission, and that present this message in accurate and attractive ways to students, employers, and citizens.

Assessment Measures for Recruitment

Assessing recruitment outcomes:
• Assess populations in the region, using census data, surveys, high school graduation rates, and the like.
• Define the populations the institution can serve and who have a chance of success.
• Assess whether those populations are appropriately represented on the campus.
• Compare Indiana rates with national student profile/rate norms as relevant for comparable institutions.
• Pay special attention to enrollment rates of traditionally underserved populations who can benefit from the institution’s mission and focus.
• Assessing recruitment efforts:
• Analyze recruitment methods to see whether they are consonant with the recruitment strategies that the literature or the university’s experience suggests are appropriate for the target populations: do they involve faculty and students, occur in appropriate sites, etc.

Recommendation for Action on Recruitment

Appoint a recruitment task force to assess regional campuses’ recruitment outcomes and efforts and to make specific recommendations. In this assessment and action, get others involved who are more knowledgeable in this area than our learning/teaching task force members, especially campus admissions and recruitment staff, local community members, high school counselors, and students. This study might be combined with broader studies of IU campus missions and statewide educational services.

III. Student Learning on Regional Campuses

Marks of Excellence in Learning

• Specific knowledge in the field to equip them as competent professionals
• Empowerment to make informed decisions in work, civil life, and personal life
• Skills for self-actualization; self-confidence
• Ability to think critically and solve problems in a variety of disciplines, including mathematics, business, etc. Inclination to move beyond a simplistic, right-or-wrong perspectives on complex issues and to recognize and respect alternative points of view
• Ability to communicate clearly and convincingly, orally and in writing, using edited standard written English, to a variety of audiences and purposes
• Ability conduct research, gather data, distinguish the quality of information, and integrate information for a variety of purposes and audiences
• Integrative perspective that is multi-disciplinary
• Mutual respect and appreciation of diversity of all kinds
• Ability to collaborate effectively with others
• Ability to live with ambiguity and change
• Employability in the region
• Knowledge of the region and inclination to engage in the region as workers and citizens

Assessing Student Learning on Regional Campuses

Assessment of student learning for a regional campus should include these characteristics, adapted from the North Central Association guidelines and the American Association for Higher Education’s “Principles of Good Practice for Assessing Student Learning” (available from AAHE in Washington, DC and reprinted in Walvoord and Anderson, 1998, pp. 189-191).
• Uses multiple measures of student learning, including some measures that directly assess student performances such as tests, papers, projects, and workplace performance.
• May also include some indirect measures of learning such as student surveys of what they think they learned, employer surveys, job placement data, and the like.
• Measures students’ performance both against nationally-normed standards and also as value-added.
• Value-added (that is, measuring how much the student learns between entry and exit) is the key to regional campus assessment, rather than the usual way of distinguishing which students are best, or which achieve the highest level on certain absolute measurements.
• Characterized by widespread faculty buy-in and use of the assessment information for classroom, departmental, and institutional improvement.
• Used at classroom, departmental, and campus levels for improvement of instruction and other aspects that contribute to student learning.

Our task force conducted a preliminary survey of the modes of learning assessment being used on the five campuses (Appendix A). Three general conclusions arise from these reports:
• Assessment of student learning is largely based in academic departments, and it varies by department.
• Progress is being made in classroom-based assessment, especially in majors programs.
• The most difficult aspects are value-added, general-education assessment, and assessment of higher-order skills such as critical thinking.
A significant resource for the regional campuses is the work of FACET, the IU multi-campus program for teaching awards and faculty development. In response to a program evaluation in 1999, FACET, under the leadership of its director Eileen Bender and its steering committee, is working to develop modes of assessing student classroom learning and excellence in teaching. FACET also conducts a number of highly successful faculty development efforts such as an annual institute that prepares campus leaders.

Best Practice: Raymond Walters College, a campus of the University of Cincinnati, uses rigorous assessment of classroom work, judged by specific standards and criteria, to improve individual, departmental, and campus-wide teaching methods. Their system of having classroom teachers meet as departments to share their individual classroom assessments and to plan departmental and institutional action accommodates the difficulties and challenges of assessment on a commuter campus, and broadly engages faculty in assessment and improvement. (Described in Walvoord and Anderson, 1995;1998).

Recommendations for Action on Student Learning:


2. Campus teaching-learning centers, in collaboration with FACET, should conduct workshops and consulting for faculty on all campuses about how to assess student learning in their classrooms.

3. In addition to the methods they are already using, campuses might want to consider using the National Survey of Student Engagement, now being developed by NCHEMS (National Center for Higher Education Management Systems) and piloted by a number of institutions nationally, including some regional campuses and IUPUI. Because student learning is so closely linked to student engagement, this test seeks to address learning by measuring student engagement.

IV. Teaching Regional Campus Students

Teaching must be aimed at producing the kinds of learning suggested above for the regional campus students described in Section I. Student engagement (e.g., spending time on task, contributing in class, and contacting faculty members) has been shown to be the most important variable in student learning (Astin, 1993, 1996; Pascarella and Terenzini, 1991; Tinto, 1996). Engagement is more difficult when students live at home and when they are employed. At regional campuses, the absence of an active learning environment, one that engages students with faculty and with other students in the classroom, cannot be mitigated by tangential compensatory experiences in residence halls, fraternal organizations, or in the larger campus culture. Thus at regional campuses, classroom teaching may be the only, and certainly the primary, focus of
student engagement. To engage students who typically populate regional campuses may require
different teaching strategies from those used on research or residential campuses. Regional
students may need help in allocating time to school work going beyond the bare minimum,
getting to know and work with fellow students, and developing curiosity and initiative.
Two aspects of good teaching are treated here:
1. The teachers' strategies and behaviors
2. The institution's support for excellence in teaching

**Marks of Excellence for Teachers' Strategies and Behaviors**

The marks of excellence in teaching strategies and behaviors are based on the particular traits of
regional campuses and on research in higher education (Barr and Tagg, 1995; Bonwell and Eison,

**Overarching Principle:** Excellent teaching focuses on student engagement and
student learning. Teachers seek to know their students. They begin course planning
with consideration of student characteristics and needs. They respect their students’
strengths and seek to help students correct their weaknesses. They believe in the students’
power to change. They measure their own success by their students’ learning and by the
transformations they see in student lives. They recognize that learning is a combination of
students’ own responsibility and a teacher’s actions. They take responsibility for doing
their best to encourage strong motivation, time on task, and student engagement, rather
than merely blaming the students. The literature suggests that student learning will be
more fully enhanced when the teacher follows these ten principles:

1. **Emphasizes time on task.** Learning requires sufficient time and energy. Mastering
   skills and course content requires that students allot adequate time to learning. Teachers
   and the institution must help students to create realistic time expectations and to
develop effective time management.
2. **Sets high expectations.** Only by requiring excellent performance will students achieve
   excellence results. Students must be challenged to do their best work, to stretch beyond
   their immediate reach.
3. **Presents course material clearly.** Students learn best when they view teacher
   presentations as clear, organized, understandable, and interesting. To learn, students
   must be able to make sense of a teacher’s presentations. Additionally, teachers
   enhance learning when they find ways of presenting material that engages, stimulates,
   and motivates students.
4. **Promotes active learning.** Learning requires students to become actively engaged in
   the learning process. Students must relate new material to past experiences and apply
   abstract principles to actual problems. The teacher does not automatically use the
   lecture as the dominant mode of instruction, but develops alternative methods to
engage students in learning. Commuter campuses, because of their smaller classes, have the unique opportunity to improve upon the lecture mode, which often keeps students passive, and which is the dominant mode for first-year student learning at many large residential institutions that manage large numbers of students in huge classes.

Best practice: To involve students in the learning process, several departments at Dickinson College embraced a workshop approach to teaching introductory science courses, encouraging peer discussion and emphasizing hands-on experimentation instead of the traditional lecture/lab. To extend student learning outside the classroom, the School for Social Ecology at the University of California--Irvine requires its students to solve problems in their major by participating in a field study in legal services offices, police departments, hospitals, child-care facilities, and similar agencies and organizations.

5. **Respects the diverse talents and the particular challenges** that are characteristic of regional campus students, and builds on their strengths, as listed earlier.

6. **Takes advantage of the region** for student engagement, incorporating as relevant student field trips, web-based communication with practitioners and experts throughout the region and the world, internships, speakers, and data/references/examples that draw upon the region.

7. **Emphasizes student-faculty contact.** Frequent contact between students and faculty in and outside of class helps to motivate and involve students and is a crucial factor in student success (Astin, 1993, 1996; Pascarella and Terenzini, 1991). Faculty-student contact allows for feedback about course material and student performance. Moreover, faculty-student contact allows faculty to show concern for students and their learning.

8. **Encourages cooperation among students.** Research has shown that student learning is increased when students view learning as a social and collaborative activity. By working together, students can learn from one another and achieve greater involvement. (Chickering & Gamson, 1987)

9. **Provides prompt feedback.** Students need to know what they have learned and what they still need to learn. They need frequent opportunities in and outside of class to perform, to receive feedback about their performance, and to receive suggestions about how they can improve. Students need opportunities to reflect on what they have learned, what they still need to learn, and how they can evaluate their own learning.

10. **Engages in on-going activities aimed at improving their teaching and increasing student learning.** Learning requires teachers who are both knowledgeable in their field and in the literature and best practices in teaching and learning. Teachers must engage in on-going activities that improve their knowledge of and skills about how to teach in ways that best produce student learning.

**Recommended Goals for Teaching Strategies and Behaviors**
1. By the Fall 2001, the regional campuses will create a document that articulates expectations and responsibilities for teaching and learning for both faculty and students.

2. By Fall 2001, 50% of faculty will know and commit to using the ten principles of excellence in teaching and learning. (Assessment measures for 2-5 are listed below).

3. By the Fall 2002, 50% of regular faculty will be engaged in at least one, ongoing self-improvement teaching activity per year (workshops, portfolios, reading, class observations, peer review, classroom assessment, teaching circles, etc.)

4. By the Fall 2003, 50% of faculty will articulate the first nine principles in their syllabi and incorporate them into their course design.

5. By the Fall 2005, 50% of faculty will use the first nine principles as related to their discipline.

Assessment of Teaching Goals

To evaluate the success of the regional campuses in meeting the five goals listed above for achieving excellence in teaching and learning, the campuses will engage in assessment consisting of five activities:

1. Survey faculty to assess their knowledge of and commitment to the ten principles cited above under “Marks of Excellence for Teaching Strategies and Behaviors.”

2. Survey students to assess whether faculty are using the first nine principles in their instruction and course design.

3. Observe classes, course syllabi, and course materials to assess whether faculty are using the first nine principles in their instruction and in their course design.

4. Survey faculty regarding teaching-related improvement activities they engage in during the academic year (Principle #10).

5. Quantify faculty participation in improvement activities by reviewing the faculty’s annual reports and by collecting from teaching-learning centers the number of center visits and consultations by faculty and the faculty attendance at teaching-learning activities (Principle #10).

Marks of Excellence for Institutional Support for Excellent Teaching

Achieving the five goals articulated above will require a variety of actions on each of the campuses. The actions will require significant commitment of resources, technology, and ongoing faculty development. Based on our knowledge of regional campuses and on the literature (e.g. Ewell 1997), we have defined these characteristics of excellence for institutional support:

1. Faculty development: workshops, conversations, ongoing consultation

2. A departmental climate that supports excellence in teaching

3. Rewards and incentives that recognize and support excellence in teaching
4. Technological support that enhances excellent teaching and learning
5. Calendar and scheduling that support excellence in teaching and learning

Recommended Goals for Institutional Support for Excellent Teaching

1. The respective campuses must educate their faculty regarding the nine principles and best practices through teaching-learning centers, FACET, academic affairs, and other appropriate offices and organizations. Faculty must be educated about the principles, how to implement them, and how to assess student learning. Whenever possible, the campuses should try to use faculty and staff on their respective campuses or faculty and staff on the other regional campuses to educate faculty. The campuses must sponsor workshops, teaching circles, peer observations, mentoring programs for new faculty, and other teaching improvement activities through appropriate organizations and offices.

2. The faculty, staff, students, and administration of the respective regional campuses must engage in conversations to identify and then articulate expectations and responsibilities for both faculty and students that lead to excellence in teaching and learning.

3. The respective campuses must create opportunities and places for faculty and students to interact.

4. The respective campuses must incorporate the ten principles as criteria in annual reviews, promotion and tenure, teaching awards, and internal teaching-related grants and fellowships.

5. The respective campuses must identify and develop the appropriate technological infrastructure and support for achieving excellence in teaching and learning.

6. The respective campuses must create incentives and grants to support faculty for course development, pedagogical innovation and training, development of community-based activities, conferences, and workshops to improve teaching and learning.

Assessing Goals for Institutional Support of Teaching

Institutional support for teaching may be assessed by the following methods:

1. Records of activities such as workshops, and of services such as consultations and computer support.

2. Surveys of faculty to determine their knowledge of, and level of satisfaction with, the education and support, rewards, incentives, and climate for teaching (for example of a survey, see Astin & Chang, 1995).
3. Measures of faculty utilization of excellent teaching strategies, listed above under “Assessment of Teaching Goals,” may also be useful to measure the effects of institutional support.

V. Student Persistence at the Regional Campus

We use the term “persistence” rather than “retention” because persistence has a more constructive connotation and indicates the importance of the student’s role in the outcome.

Marks of Excellence in Student Persistence

We use the term “persistence” rather than “retention,” because persistence has a more constructive connotation and indicates the importance of the student’s role in the outcome.

Outcomes: At a regional campus, because it typically serves students with a wide variety of goals, excellence in student persistence means the percentage of students who fulfill their own goals for education, whether these be completion of a degree or certificate at the regional campus, completion of a degree or certificate at another institution, or merely taking a few courses to gain new skills. It is also important that campuses encourage students to raise their degree expectations as their own talents and the state’s work-force needs suggest.

Efforts: The campus is using those efforts that the literature or the university’s experience suggest will be most successful. The literature we reviewed suggests that the decisive factors are:
I. Degree to which students are integrated into the life of the campus
II. Interaction with faculty and peers
III. Becoming involved in their studies (Davis and Murrell, 1993).

Two factors that Astin (1993) found to have greatest negative relationship to degree completion are work off campus and commuting. Regional campuses, since all of their student commute and most of them work, cannot be compared to campuses with different residential and employment patterns. Student involvement then must come primarily through the student’s academic experience, structured so as to provide maximum student involvement, interaction with faculty and peers, and responsibility for their own learning. Prominent among such practices are:

I. Learning communities, which link two or more courses to provide a shared academic experience (MacGregor et. al., 1990).
II. Learning compacts/contracts, which are explicit statements of the responsibilities of students and the university or the individual faculty member. They provide a dialogue with students about their own responsibilities for learning and success. An example is the contract used by the University College at IUPUI.
III. Peer-Led Supplemental Instruction, which uses advanced students to provide supplemental instruction sessions that help students learn the given material, rather than tutor them in the strictest sense of the word. Example: University of Missouri Kansas City is a pioneer used as an example at several regional campuses under the Lilly Retention Grant.
IV. Active Learning, which is the use of teaching practices that require active involvement by students outside and inside the classroom. Examples: IU faculty reports in April, 1999 issue of Research and Creative Activity, published by the Office of Research and the University Graduate School.

In addition to these steps, the regional campuses should also help students overcome barriers:

I. Need for Developmental Education: Ensure that the already extensive developmental education services are in accord with best practices as demonstrated by research at such nationally respected places as the Center for Developmental Education at Appalachian State University. For example, research suggests that better student outcomes are obtained when developmental services are centralized rather than decentralized (Boylan, Bliss, and Bonham, 1997).

II. Need to Integrate Work and School: Given that 70-80% of regional campus students are employed, ways must be found to reduce the incompatibility of employment with school. Best Practice: One strategy is for students to work on campus, as at Berea College in Kentucky. Another is to partner with employers to fit work with school in a planned way, as at Metro College in Louisville, a partnership of three public post-secondary providers and United Parcel Service, which leaves students free for school after 2 p.m. but frees them for UPS work between Thanksgiving and New Year’s (the heaviest
package shipping time). A third strategy is to blend work and school through internships, coop programs (such as those pioneered at the University of Cincinnati), service or community-based learning, and the like. All will require new partnerships with employers and rethinking of university curriculum, calendar, and schedules (Freeland, 1999). A fourth strategy is to use electronic devices and/or off-campus classroom sites to deliver some of a student’s instruction, knowledge access, and communication with teacher and peers. Such devices offer flexibility in terms of space (when instruction is transported to the student’s home or place of work) and/or time (when instruction is asynchronous).

Assessment Measures for Student Persistence

Outcomes: Completion of a degree within six years at the regional campus is NOT an appropriate measure for the regional campus student population. More meaningful measures are:
I. Completion of a degree or certificate in 8-10 years, at any institution, if the student’s goal was to complete the degree or certificate. This will require tracking students who later enroll in other institutions.
   Best practice: Raymond Walters College, a two-year regional campus of the University of Cincinnati, has tracked its students when they transfer to the university campus and has demonstrated that they do as well or better than the students who took their first two years on the university campus. The college has used this information very widely and to very good effect in demonstrating their own excellence. Indiana regional campuses are not limited to two-year degrees and they serve somewhat different missions, but similar techniques of tracking would be useful.
I. Completion of a student’s defined goals: if the student leaves because she/he has completed his or her goal for education, even if that goal was only to take one or two courses, the institution should be credited with having succeeded, not failed, in meeting the needs of that student. Further, regional campuses face a variety of factors that cause students to leave through no fault of the institution: the student’s family moves out of the region; the student becomes overwhelmed with financial or family problems; the student gets a good job; and so on. Assessment measures may include interviews or telephone surveys of students who have left, to determine their reasons for doing so.

Efforts:
I. Presence and quality of programs such as those described above
II. Presence of developmental and counseling services that follow accepted best practice in the field
III. Early warning systems in place for all students

Recommendation for Action

Assess where campuses are in terms of retention outcomes and efforts. Make specific recommendations for campuses. In this assessment and
action, get others involved who are more knowledgeable than the task force members, especially those involved in offering the services mentioned above, and students.
Appendix A: Assessment of Student Learning on Regional Campuses: An Informal and Partial Survey

Members of the task force gathered information on their own campuses, about:

1. What data on student learning are being collected, by whom, and how are the data being used?
2. What types of learning are being assessed?

IUS, Reported by Gilbert W. Atnip:

Data are collected by program faculty and coordinators (our equivalent of dept. chairs), faculty committees and at the campus level (the latter are mainly surveys of current and graduating students). All the major types of assessment are used by various programs - standardized tests, custom made tests, surveys of graduates and current students, portfolios, student focus groups, program advisory boards, juried performances and exhibitions, placement of graduates in jobs and in graduate and professional programs, etc. Use of the data varies considerably among programs but most report that faculty make both curricular and course changes as a result of the feedback they get from the data.

Types of learning assessed: Knowledge in the discipline, competency in mathematics, writing and computer usage, general preparedness for employment, graduate or professional study, artistic and creative competence, critical and analytic thinking within the discipline. Surveys also assess areas of student and graduate satisfaction such as quality of teaching, quality of curriculum, efficacy of course scheduling and advising.

IUSB, Reported by Scott Sernau

Campuswide assessment of student learning was made a priority about 5 years ago and a Campus Assessment Committee was created. Each department had to create its own assessment plan and submit it to the committee for approval. The specifics vary by department but popular vehicles have included alumni surveys, a capstone course, and portfolio assessment. Each year, each department reports to the assessment committee on the techniques used, sample size and the results.

The areas assessed are:

- Discipline specific knowledge and skills
- Personal development and career preparation
- Basic academic success skills
- Academic values
- Higher order thinking skills

Every third year the dept. head meets with the assessment committee to discuss progress on assessment and possible improvements or alternatives. This process is now well underway, although some departments have been more successful than others in their
assessment plans. Assessment of general education (beyond the department level) has been underway but has proved thornier, both in terms of what to assess and how to gather the data. The committee is working on this as its next step.

IU Northwest, Reported by Mark Sheldon

The following types of assessment are being used:
I. Program Reviews
II. Syllabi/goals/objectives
III. Term-End Standard Evaluations
IV. Review Teaching in Annual Report
V. Classroom Observation
VI. Review of Grade Distribution
VII. Review of GPA Index
VIII. Mid-Term Grades
IX. Surveys of Graduates
X. Major Field Exams
XI. Portfolio Analysis
XII. Exit Exams
XIII. Internship Programs
XIV. Review of Dropout, Failure, Withdrawal Rates
XV. Student Tracking
XVI. Transcript Analysis
XVII. Midterm Student Evaluations
XVIII. Division Surveys
XIX. Assessment of Liberal Arts Education

IUK, Reported by Nancy Greenwood

Included here is the list of assessment data being collected on the IUK campus by various departments and programs:

General Education Assessment--(of incoming students)
1. Placement Tests in Writing, Reading, & Math
2. Regular use of the Academic Profile Exam

Majors and Programs--
1. Nursing: External Licensing Exams, National Council Licensing Exam (NCLEX)
2. Business:
   Student Course Evaluations
   Alumni and Business Community Surveys
   Student Satisfaction Surveys
   Curriculum Assessment
3. Arts & Sciences:
   Course Evaluations (all classes)
   Portfolios (Humanities, Communication Arts)
Team Evaluation of Senior Seminar Course Work (Sociology),
Student Self-Assessment of Learning Goals (Sociology),
Student Surveys (Sociology),
Transcript Analysis (Social and Behavioral Sciences),
Personalized Comprehensive Exams (Math),
National Exams (Psychology, Biology),
Pre-Test and Post-Test Evaluation of Basic Skills (Biology),
Exit Exams and Capstone Seminars Experience (Biology).

As for what types of student learning are being assessed, our NCA report concluded that much assessment has focused on curriculum and student satisfaction and less on student learning. However, I think that several programs are directing assessing student learning including:

I. Psych, Bio, and Nursing with national exams
II. Sociology with examination of senior seminar products and student self-assessments (We are trying to assess the extent to which our learning goals are achieved by our coursework.)
III. Math: their exam is tailored for each student depending on his/her individual coursework.

We don't do very much assessment of GE skills critical thinking, etc., but have a new General Education Core program for freshman which will include course embedded assessment.

IUE Reported by Walter Wagon

The current assessment program was started in August of 1995, along with the formation of the campus Assessment Committee and the appointment of an Assistant Vice Chancellor for Assessment. The assessment program focuses on student achievement of a set of learning objectives that cover both performance in the major and in general education skills. These objectives were originally adopted by the faculty in 1988 and revised in the Spring of 1998 to the current number of seven. These objectives as revised are:

1. Educated persons should be exposed to a broad variety of academic fields traditionally known as the Liberal Arts (humanities, fine arts, social sciences, natural sciences) in order to develop a critical appreciation of a diversity of ideas and creative expression.

2. Educated persons should have achieved depth in some field of knowledge. A sequential accumulation of knowledge and skills in an academic discipline is essential for a focused personal and professional development.

3. Educated persons should be able to express themselves clearly, completely, and accurately. Effective communication entails sharing ideas through a variety of techniques, including reading, writing, speaking and technology.
4. Educated persons should be able to relate computational skills to all fields so that they are able to think with numbers. At a minimum, students should be able to carry out basic arithmetical and algebraic functions; they should have a working concept of simple statistics; and they should be able to interpret and use data in various forms.

5. Educated persons should have the ability to develop informed opinions, to comprehend, formulate and critically evaluate ideas, and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation, and creativity.

6. Educated persons should develop skills to understand, accept, and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities, and value systems.

7. Educated persons should be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus be able to make discriminating moral and ethical choices.

All academic programs assess their students on these seven objectives by focusing efforts on a subset of two or three of them for a two year period, thus collecting data on all seven of them during every five year period. Each year the programs provide a report to the Assessment Committee in the results of these assessment efforts, which are compiled into an overall campus report on student learning assessment. Included in these reports are details on how the assessment data were used to improve student learning and the academic program. Faculty use a variety of assessment techniques that vary from program to program. These include standardized testing, departmentally developed comprehensive examinations, employer surveys, alumni surveys, course and teacher evaluations, student self-assessments, portfolio analysis, capstone experiences, course inventory analyses, exit interviews and surveys, pre-and post-testing in some courses, test-item lay reports, and transcript analyses. In addition, skills placement tests in mathematics, writing, and reading are administered to all incoming students. A final portion of assessment is captured by regular five-year program review involving outside reviewers. The process for these reviews was refined during Spring 1999 so that student learning assessment is now a required focus of these reviews.
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INDIANA UNIVERSITY PROJECT ON REGIONAL CAMPUS EXCELLENCE

Final Report of the Committee on

Excellence in Academic Programming
November, 1999

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EXCELLENCE IN ACADEMIC PROGRAMMING
Developing Academic Program Excellence

Excellence in academic programming has several key dimensions. Excellence is defined by the faculty who prepare the curriculum and by their peers in the field of study, by the prior education, interests and abilities of students who engage and learn from the academic program, and by the society and its expectations for human, financial and technological development. For the regional campuses of the Indiana University, this means that excellent academic programs can demonstrate their vitality and rigor relative to like programs in the best regional institutions, can show how they begin with the entering educational abilities of their students, and can demonstrate how they prepare individuals for careers within and beyond the region and for further baccalaureate, graduate or professional study (Garcia and Ratcliff, 1997). Throughout its work, the Task Force Committee on Excellence in Academic Programming reviewed by exemplary practices at other institutions. Rigor in program review and communication were exemplified in the programs of Portland State University, Ball State University, Kings College, and Boise State University, for example.

The missions of regional campuses of university systems differ in significant ways from those of the core research campuses within those systems. At the same time, the missions of individual regional campuses will reflect the distinctive needs of the local regions that each serves. Judgements about academic programming excellence must consider these differences in mission, both those between regional campuses and the core research campuses as well as the differences among regional campuses themselves. Excellent academic programs on regional campuses must first and foremost have clearly articulated educational goals and objectives that address and fulfill the campus mission. Excellent academic programs have comprehensive and systematic student learning outcomes assessment that provides data demonstrating the success of student learning as well as data that are used to continuously improve the programs. Excellent academic programs are evaluated through regular program review involving faculty from outside of the program, both from on and off campus. These reviews examine both the quality of the program inputs (faculty, staff, resources, facilities, students, etc.) as well as the quality of the program outputs (student learning, degree or program completion rates, post-graduate successes in schooling and employment, etc.) in reaching the judgement of program excellence.

By program, we refer to majors, minors, and the general education components of the baccalaureate and associate degrees. Also, program excellence occurs at a nexus between curricular and co-curricular activities, where both support the academic and social development of the student (Ratcliff and associates, 1995). Program excellence occurs in an environment of talented and committed faculty and student affairs professionals, substantial library and information technology resources, and campus facilities which are designed, provided and used in a manner that fosters personal and intellectual development, discourse and community among students, faculty and communities the regional campus serves.
The remodeling, scheduled maintenance, and renovation of the infrastructure of the regional campuses of the Indiana University can be conducted in a manner so as to substantially increase the effectiveness of programs and co-curricular services by creating environments where students and faculty can easily interact in- and out of classes, where classrooms are designed as learning communities with capacities appropriate to the pedagogies employed. Innovative and imaginatively designed facilities can help connect students, faculty and staff, and community to the campus and to Indiana University.

Similarly, academic program excellence can be achieved when the regional campuses have ready access to the latest appropriate instructional technology. Again, program excellence and the teaching learning process should be at the core of decisions regarding the purchase and provision of technology. Providing technology is not limited to equipment purchases. To be efficient, appropriately trained support personnel are needed so that faculty and staff need not redirect their time and resources to self-educating technical support. Training, however, is needed for faculty and other professional staff on the effective use and integration of technology in the academic programs and in the teaching learning process.

Inputs to the Academic Program

An excellent academic program incorporates the latest trends, research and knowledge of the field of study. To do this, faculty designing and delivering the program must have active and vital access and involvement in the field. While the freedom of intellectual inquiry for faculty and student is a fundamental attribute of such a program, it must be accompanied by institutional support and expectations that enable the faculty to engage with their colleagues and their scholarly and professional societies in order to bring the latest developments to their classrooms. It also requires appropriate technology and library resources to carry out the aims of the program. At the program level, this suggests systematic and ongoing comparison of program goals, course sequences, pedagogical practices and evaluation with programs of comparable scope, resources and students served. For the regional campuses of Indiana University, it also suggests the establishment and maintenance of a communication network to share program information and practices among the faculty of the various campuses. Such system wide communication networks are exemplified in the institutions of the California State University System, the Washington Center for the Humanities, the University of North Carolina-Ashville's Institute on General Education, and the annual Colorado Higher Education Conference on Assessment. However, because of the variety of purpose, size and scope, and resources found among like programs of the IU regional campuses, it is also essential to program excellence that clear benchmarks with like programs outside the IU system be established. Such benchmarking practices in program review can be found at Youngstown State University and Northern Kentucky University. Comparisons among like programs within and outside the IU system of regional campuses necessarily includes inputs such as the quality and background of the faculty, the availability and use of instructional technology resources, and the condition, depth and breadth of library resources relative to the depth, breadth and degree levels provided by the program.
An excellent academic program represents knowledge and capacities of the field in such a manner that students can learn and succeed in their chosen field of study. Research demonstrates that the more heterogenous the student population in social and educational background, the greater the need for assessment of their entering knowledge and capacities (Ratcliff, 1996), for proactive advising on what it means academically and socially to be a college student (Rendon, Hope and associates, 1996), for effective designs for actively engaging students in their learning in their first terms of enrollment, and for clear and frequent forms of feedback on their strengths, weaknesses and progress toward their degree goals (Jones and Ewell, 1993). At the regional campuses of the Indiana University, a growing majority of students are first generation—they have neither friends nor family members who have direct experience in university studies. They require and need affirmation that they can succeed and guidance on how to attain success as well as clearly articulated expectations for their performance in their chosen educational programs. Such affirmation, guidance and articulation of expectations have been well documented and exemplified in the Urban Partnership Program of the Ford Foundation (Rendon, Hope and Associates, 1996). Research shows the co-curriculum to play as vital a role in student success as the curriculum itself. The quality of the faculty—both full- and part-time—needs be gauged not only on their mastery of the field, the depth of their professional experience, and their effectiveness as teachers but also in their capacity to engage students in activities outside the classroom that are supportive of their learning, and to work constructively with colleagues in planning sequences of courses and out-of-class activities that provide students with the ability to attain personal and programmatic goals. Additional qualities of the faculty include their effective use of technology in their instruction and their ability to exploit effectively the learning resources of the campus library.

An excellent academic program reflects the social, economic, and technological expectations of the larger society. Such a program prepares students with the knowledge, skills and capacities necessary to contribute meaningfully in a career, in family life, and as a productive citizen of the community. For the campuses of Indiana University, an excellent academic program is one that produces graduates in the fields of knowledge that complement the social and economic vitality of the region. Program excellence thus requires close connection with the major fields of employment and employers of the region and with the demographic, economic and technological trends of the area. Such connection can be manifest in the linkage between competencies and standards of the program and employers’ expectations. Alternatively, it can be seen in the development of broad generic skills that serve employers well in times of rapid change and promote career mobility in individuals. These skills and capacities may include effective oral and written communication, problem-solving, creative and critical analysis, teamwork and collaboration (Jones and Ewell, 1993).

**Key Processes of Program Excellence**

For undergraduate programs, program excellence begins with clear set of goals for the development of core knowledge and capacities through vigorous and engaging programs of general education, and major and minor field of specialization. General education and liberal learning are at the heart of American
undergraduate education. It is the venue in which the campus effects its mission, vision and core values. The connection between a general education, liberal learning and institutional mission is readily manifest in institutions as diverse as Northern Kentucky University, Portland State University, Elon College and Calvin College. From these and other exemplars, we submit that a quality program of liberal learning develops knowledge and capacities which all graduates of an associate or a baccalaureate degree program should possess. Such a program includes study in the core fields of knowledge—the arts and humanities, the social and behavioral sciences, and the physical and life sciences. It also includes development of key cognitive capacities—oral and written communication, problem-solving, critical and creative analysis, teamwork and collaboration, leadership and professionalism, and a commitment to lifelong learning and improvement. These are common aims of general education against which student progress and attainment need to be assessed. These key cognitive skills and abilities are increasing sought and valued by employers and provide an intellectual bridge connecting liberal learning, general education, and learning within the major field of specialization.

Criteria for both breadth and depth of learning needs in general education to be specified for student achievement in each articulated goal of the general education program and the various major and minor fields of study. Conversations about program goals, criteria, organization and assessment can be conducted across the state as well as within individual campuses, as illustrated by the Utah Task Force on General Education. A Center for Regional Campus Excellence could be established to provide communication, support and monitoring of the development of rigorous programs in the majors and in general education across Indiana University.

Regardless of whether the dialogue is inter-campus or intra-campus, major, minor or general education, the question “What is an educated person?” can serve as a prompt to faculty decisions regarding the key areas and levels of knowledge to be attained by students and the identification of appropriate means to assess them. How a student develops these capacities follows from the articulation of goals, criteria, and standards of attainment. Such development may be facilitated through a core of courses or through alternate clusters of course aimed at attaining one or more goals. The expectations for general education in key cognitive areas—such as writing or critical analysis—need to be clearly articulated between general education and program major. Program majors and minors, likewise, need to not merely produce future chemists or historians but also to show how attainment of goals in such fields furthers the aims of liberal learning as articulated in general education and in the mission, vision, and core values of the particular IU regional campus.

Development of the students, faculty and communities that regional campuses serve must begin with clear goals. Student development follows from clear academic, social and personal goals. Faculty and staff development flows from clear academic, social and personal goals as well. Similarly, community enrichment by the regional campus can be viewed from its academic, social and personal dimensions.
The Task Force identified four levels of goals and learning outcomes:

<table>
<thead>
<tr>
<th>Learning Outcomes and Program Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inter-campus Level</strong></td>
</tr>
<tr>
<td><em>On-going workshops and discussions on learning outcomes:</em></td>
</tr>
<tr>
<td>- General education</td>
</tr>
<tr>
<td>- Major fields of study</td>
</tr>
<tr>
<td><strong>Regional campus level</strong></td>
</tr>
<tr>
<td><em>On-going workshops and discussions on learning outcomes:</em></td>
</tr>
<tr>
<td>- General education</td>
</tr>
<tr>
<td>- Major fields of study</td>
</tr>
<tr>
<td><strong>Program level</strong></td>
</tr>
<tr>
<td><em>On-going workshops and discussions on learning outcomes:</em></td>
</tr>
<tr>
<td>- General education</td>
</tr>
<tr>
<td>- Major fields of study</td>
</tr>
<tr>
<td><strong>Course level</strong></td>
</tr>
<tr>
<td><em>(See the Report of the Task Force on Excellence in Teaching and Learning)</em></td>
</tr>
</tbody>
</table>

The challenge is to change the focus in teaching/learning from the provision of content to the attainment of student learning outcomes. Too often such discussions are framed as a dichotomy (e.g., “It is not my job to teach writing or speech communications, I only teach History”). There was agreement among the group that the content/process dichotomy did not really exist and that a focus on process is likely to strengthen content and not dilute it. The approach advocated in this report, – framing the discussion of academic program excellence by the question, “What is an Educated Person” -- is borrowed from the successful efforts of the Utah Task Force on General Education (telephone conference call, March 31, 1999) in fostering discussion at the inter-campus, campus and program levels. The Learning Objectives embodied in the IU-East Strategic Plan also provides an example of articulating “What is an Educated Person” at a regional campus.

Good work is proceeding at IU-Kokomo and IU-East along these lines but excellence in academic programming extends beyond general education. The prompt question, “What is an educated person?” can be extended to program majors as well. The Task Force urged the avoidance of dichotomous discussions wherein writing or critical thinking is ascribed only to general education or only to major field of study. We examined a way that the contribution of both general education and major field could be meshed in examining program quality and excellence.

Student learning outcomes also can be examined within each program major and minor at each regional campus as part of the program review process. The Task Force proposes a means for
analyzing outcomes-oriented learning within the disciplines. A grid of learning outcomes and courses offered — similar to that employed in the accreditation of business and education — programs, could be used, as illustrated below.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>History 101</th>
<th>History 205</th>
<th>History 350</th>
<th>Contact hours toward Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Mastery Goal 1</td>
<td>15 hrs</td>
<td></td>
<td></td>
<td>15 hrs</td>
</tr>
<tr>
<td>Content Mastery Goal 2</td>
<td>15 hrs</td>
<td>12 hrs</td>
<td></td>
<td>27 hrs</td>
</tr>
<tr>
<td>Content Mastery Goal 3</td>
<td></td>
<td>10 hrs</td>
<td>10 hrs</td>
<td>20 hrs</td>
</tr>
<tr>
<td>Written Communications</td>
<td>15 hrs</td>
<td></td>
<td>20 hrs</td>
<td>35 hrs</td>
</tr>
<tr>
<td>Oral Communications</td>
<td></td>
<td></td>
<td>10 hrs</td>
<td>10 hrs</td>
</tr>
<tr>
<td>Problem Solving</td>
<td></td>
<td>10 hrs</td>
<td></td>
<td>10 hrs</td>
</tr>
<tr>
<td>Total</td>
<td>45 hrs</td>
<td>32 hrs</td>
<td>50 hrs</td>
<td>117 hrs</td>
</tr>
</tbody>
</table>

There will be total hours across the rows and columns. The column for economics would explain how the total hours are spread over the different outcomes. The row total would describe how a particular learning outcome is addressed across the different courses.

This pattern is followed in Business programs as part of accreditation where for each course, say for example, Economics, the instructor has to specify the number of hours that have been devoted to what are described as CPC (Common Professional Component) headings such as Global Dimension, Quantitative Techniques, Management, etc. The total hours listed under the column may well exceed that of the total hours of class contact that the class has, because one class meeting may address both the global component and quantitative skills. It simply shows the effort built into the course curriculum to meet the core requirements. Sometimes a program may fall short on a particular outcome (e.g., global dimension hours may be less than the specified number). This is an indication that corrections must be made in the curriculum to address the shortfall.

Such a model provides a way of thinking about our curriculum in terms of student learning outcomes. The number of contact hours devoted to each goal could be determined by faculty or faculty
and students. The analysis could precede and fuel discussions of “What is an educated person” at the program, campus and inter-campus levels.

Students, faculty and staff must be guided in their development by collaborative and administrative processes that allow them to go beyond disciplinary silos and beyond unproductive distinctions—academic vs. student affairs, major vs. general education—to seek more innovative programming and holistic student development. This is a distinct competitive advantage that the regional campuses possess due to their size, intimacy and dedication of their faculty to working with students personal and intellectual development. Academic programs can be enhanced through the creation of a small core of residential students while maintaining commuters as the primary population served. Several Task Force members remarked that commuting was a hardship on certain students. Regional campuses can attract the very best of Indiana’s students by creating living learning centers for certain students to benefit from residential living. Also, the IU regional campuses could offer merit scholarships to students of exceptional ability who prefer attending college close to home, could provide more foreign study opportunities that parallel in their richness those offered at IU Bloomington, and could develop co-curricular programs and services specifically for the growing number of part-time students. Promoting academic excellence should be the focus of budgeting in facilities, student affairs, study abroad, as well as the academic programs themselves.

Evaluating Program Excellence

The regional campuses of Indiana University derive their reputation and strength from their affiliation with Indiana University. The benefits of the affiliation of regional campuses of the University of Wisconsin, the University of Michigan, and the Pennsylvania State University illustrate this point as well. Yet, reputation along cannot produce quality educational programs and excellence in teaching and learning (Astin, 1985, 1993). Each regional campus bears responsibility for educational excellence in programs, faculties and services yet relies on support for facilities, technological infrastructure, professional development opportunities, and a network of communication with its fellow campuses that is essential to achieving campus excellence. Without such connections and support, a regional campus been an isolated entity cut off from the opportunities and the standards of excellence associated with a great state university.

However, institutional reputation is resistant to change and is a poor indicator of quality (Astin, 1995). Colleges and universities can be lulled into complacency by overemphasizing their reputation as evidence of their excellence. Similarly, college ranking studies tend to emphasis certain quality attributes over others and have not been linked to student growth and development (Ratcliff and associates, 1995). The quantity of resources allocated to a program or an institution also has been used in quality studies of universities but this monitors only inputs to the educational system and gives little indication of its accomplishments (Astin, 1985; Ratcliff and associates, 1995). A truer and more accurate measure of the quality of academic programs can be found in the attainment of their students and in comparison with their peers. As van Vught has noted:
A quality assessment system that relies only on collegial peer review without any reference to the needs outside the higher education system ... risks [s] ... an extreme isolationism ... from the rest of society. A quality assessment system which is limited to only providing accountability to external authorities denies some of the basic characteristics of higher education ... and therefore risk[s] ... not being taken seriously by the profession (van Vught 1994, p. 39).

Academic program excellence, in sum, reflects the development of unique and noteworthy capacities and characteristics that set it apart from its peers and competitors. This requires ongoing resources, reporting of strengths and weaknesses, analyses of threats and opportunities, consistent and regularly applied policies and procedures, and communication structures and media to keep program faculties and leaders apprised of change, achievements, and direction.

Assessment of student learning is an activity fundamental to generating information useful for students to improve their learning and for faculty to enhance and refine their curricula and pedagogy. Student assessments are a key component of the review of academic programs. Such reviews should also include comparisons with similar programs in other institutions—similar in aims, scale, scope, and students served—as well profiles of the development of program and of its contributions to scholarship, service and the education of students. Reviews provide an opportunity as well to examine the quality of library resources, learning technologies, and co-curricular programs and services to determine the extent to which they are supportive of the personal and intellectual development of students and the ongoing professional development of faculty and staff. Reviews can be scheduled and conducted on a specified schedule coordinated with self-study and program accreditation activities so as to minimize the duplication of effort and the consumption of time and effort. Several of the professional programs at IU regional campuses already are using national standards against which to benchmark their own achievements; these practices of comparison with national standards are important indicators of program quality and should become integral, where appropriate, to the program review process. Similarly, like student assessments, good program reviews provide information that is both timely and useful to the planning and budgeting processes of the regional campus and therefore need be synchronized with the institutional planning and budgeting processes.

Achieving Program Excellence: A Model for Program Quality

The characteristics of program excellence are similar at IU Bloomington, IUPUI, and the regional campuses. However, the regional campuses have as advantages smaller class sizes and proximity to students’ homes—positive and largely unique attributes of regional campus program quality. Program quality can be framed by the following model (Astin, 1972):
Program quality is influenced both positively and negatively by the heavy reliance on part-time faculty. Part-time faculty may contribute to lack of coherence in the curriculum. Yet some part-time faculty bring invaluable professional experience to their teaching, and often they choose to follow the syllabus, text selection, and examination procedures established by the full-time faculty (thereby maintaining program coherence). However, a policy toward the use of part-time faculty that is driven by a definition of program quality rather than expedience needs to be developed and used in hiring decisions across the regional campuses. Adjunct faculty need to be employed for their expertise and teaching skills and properly compensated with faculty development opportunities. On-going support and faculty development need to be provided in teaching and in scholarship to maintain program quality. Successful programs have a critical mass of full-time faculty who provide the intellectual core and provide guidance to part-time faculty in the selection and organization of curricular materials and in pedagogical practices appropriate to students aims, abilities and interests. For both full- and part-time faculty competitive compensation is fundamental to maintaining excellent faculty and staff.

Goals and entry level and exit level assessments need to be established for each academic program. In doing so, faculty and academic leaders need to recognize that not everyone can master all skills in all fields or in all areas of general education. Standards of performance need to be grounded in realistic expectations for and of the students.

During its deliberations, the Task Force Committee on Excellence in Academic Programming discussed a variety of policies and practices found among the IU regional campuses. What follows in the form of recommendations seeks to incorporate best practices from within the system and from institutions from across the nation that were reviewed and discussed.

**Recommendations**

Based on the above analyses and discussion, the Task Force offers three general recommendations followed by specific recommendations and criteria for excellence in academic programming.

**R1.** The regional campuses of Indiana University should provide evidence of their support for the professional development of the faculty in pedagogy, program development and the professional field of study. Jointly, an annual meeting or networking among faculties of like fields of study should be established for the purpose of exchanging information on innovations, trends, and issues. Each
campus should establish and sustain a regular, systematic review of each academic program, including information on the students entering abilities, progress and persistence, and demonstration of expectations and competencies upon program completion and information on the strengths and weaknesses of the program relative to a chosen set of peers outside the IU system. Each campus should have a published policy on academic freedom and a faculty governance unit responsible for its oversight.

R2. Each academic program of the IU regional campuses should have a systematic program of student assessment that includes the relevant and appropriate knowledge, skills, attitudes and capacities that students are to attain, the methods and measures for describing this learning, and clear mechanisms for students and faculty to receive timely and useful feedback from such assessments so that the program and the student can continuously improve. Each program should demonstrate through the program review process how information regarding incoming student interests and prior education are used in formulating initial courses in the program sequence. For students who experience difficulty in initial or subsequent courses in a program sequence, there should be clear ways in which that student can receive assistance. Conversely, the admission’s office, student counseling office, and career placement office should evidence through their program review process clear and substantive ways in which students in each academic program received assistance in gaining the cognitive, affective and interpersonal capacities to succeed. Where appropriate, student assessments should be embedded in the academic program and should be part of the regular work of the program faculty, monitoring student progress from entry, through key midpoints in their program of study, and at graduation along the multiple dimensions of learning reflected in program goals. In short, the emphasis of student assessment and program review activities should be clearly directed toward improved communication and decision-making.

R3. Program goals need to be stated, their relevance to student learning explained, and how program requirements work to help students attain the goals described in the variety of curricular documents of each IU regional campus. Course syllabi should state clearly which program goals are developed in the individual course, how they are developed, and how student learning toward those goals is assessed. Web pages, university bulletins, and program brochures should consistently and clearly explain program aims, organization, instructional activities, and assessment strategies. Programs review processes should include demonstration that students have received sufficient time and instruction in order to develop key knowledge, skills and capacities and sufficient opportunity to practice and to apply that knowledge through their educational program. In sum, program descriptions should be formulated to communicate clearly and effectively to students, faculty and other key constituents of the IU regional campuses.

By adopting these three broad sets of recommendations, the best practices of the various IU regional campus and counterpart institutions nationally can be tapped to advance and ensure the ongoing excellence of their academic programs and services. In its final meeting, the Task Force developed a summary of its recommendations and criteria for excellence in academic programming which follows.
Summary of Recommendations - Criteria for Excellence Inputs

II. Organize interdisciplinary undergraduate programs to capitalize on the intimacy of the regional campus and interaction of students and faculty from a variety of fields, to encourage faculty, staff and students to study and reflect beyond disciplinary boundaries, and to create distinctive programming that shows the intersection between liberal learning and the professions to promote holistic student development.

I2 For each program, create and support co-curricular activities that reinforce the personal and intellectual development of students.

I3 Make academic program excellence the primary focus and criteria for the planning and budgeting processes of the regional campuses.

I4 Attract and sustain students of the highest caliber to the regional campuses through the provision of merit scholarships, support for study abroad opportunities, and support for part-time as well as full-time students.

I5 Maintain and support a critical mass of full-time faculty based on the academic needs and standards of the program and the discipline.

I6 Hire and encourage adjunct faculty on the basis of their expertise and compensate adequately with faculty development opportunities.

I7 Hire and promote faculty and staff who actively seek multiple roles that engage students and community.

I8 Provide faculty development targeted to the improvement of teaching and learning, particularly in each academic program goal for general education, program major and professional programs at each campus and among campuses.

I9 Renovate classrooms, designing them to provide learning communities according to pedagogical needs of the field of study.

I10 Enhance the technological infrastructure of each campus, making specific allocations for (a) support staff to maintain the equipment and (b) instructional technology staff to train and mentor faculty in the uses of new media and distance learning.

I11 Develop teaching learning facilities that enable student and community connectedness to the campus and that promote student / faculty interaction beyond the classroom.
I12 Develop student activities facilities on campus that contribute to the social and academic integration of individuals into campus life.

I13 Create living learning housing facilities for a core of residential students.

Processes

P1 IU should provide or share a teaching excellence center to promote faculty and staff development, instructional and programmatic development, technological support and training within and among the campuses.

P2 Mentoring programs for junior faculty should be established at each regional campus to emphasis and assist new full- and part-time faculty to assume the multifaceted roles of teaching, scholarship and service that make careers on regional campuses unique and rewarding.

P3 Regional campuses should develop and adopt flexible workload and teaching load policies that encourage and support faculty work in interdisciplinary courses, learning communities, living learning centers, and courses that promote service learning and experiential learning and that promote linkages between professional and technical education and liberal learning.

P4 For each degree and specialization awarded, as well as for the general education program of each undergraduate degree, a regional campus should develop, review and continuous update:
- Clear goals and standards for achievement of those goals;
- Coherent, progressive learning experiences to achieve those goals;
- Opportunities for students to synthesize their learning experiences;
- Opportunities for students to integrate learning and personal experience;
- Opportunities to actively engage in the learning undertaken;
- Opportunities to practice and improve upon skills associated with the field or area studied;
- Opportunities to work with others in the completion of learning tasks;
- Provision of sufficient time on task to master the learning expected;
- Provision of an atmosphere of inquiry where diverse backgrounds and perspectives are valued;
- Opportunities to integrate curricular and extracurricular experiences;
- Provision of experiences to assist students to make the transition to the institution and the field of study and to understand the benefits and expectations of each.

P5 Each regional campus should systematically collect, analyze, and use information on the growth, development and educational attainment of its students including:
- Mastery of subject areas;
- Development of cognitive skills;
- Changes in attitudes and values that relate to the mission or values of the I.U. campus.
Each I.U. campus should use the information and evidence specified in the previous two recommendations to:
- Assist students in the improvement of their learning;
- Assist faculty in the improvement of curricula and instructional activities;
- Review and revise its degree programs and support services;
- Plan and conduct its professional development activities;
- Plan and budget for the provision of its programs and services;

Each I.U. regional campus should systematically review its curricular materials (catalog, webpage, viewbook, program brochures, course syllabi, advising materials) for their coherence in representing the learning opportunities afforded their students.

Outputs

O1 Each regional campus should have clear goals for excellence in each academic program. These may be expressed in terms of student learning, faculty and staff development, and enhancement of the quality of life in Indiana communities served and should be regularly assessed for their impact.

O2 Each program goal should have subgoals relating to personal, social, and intellectual development which are regularly assessed for their impact on students, faculty and staff, and communities served.

O3 Each program should encourage the development of essential skills, abilities, and capacities, including
- Critical inquiry and analysis
- Oral and written communications
- Creative thinking
- Use of technology
- Problem solving
- Integrative and synthetic skills
- Global and international understanding of other peoples and cultures
- Cultural diversity within our own society
- Cross-cultural competence

The development and attainment of these skills, abilities, and capacities should be regularly assessed to provide feedback and encouragement to students, staff, and faculty, and communities as well as assurances that each academic program achieves identified levels of excellence relative to its peers.

The Task Force submits these recommendations as guideposts to the enhancement and revitalization of I.U. regional campuses. The vision of the future contained within them is a clear, positive one with each campus serving a unique role and making a distinctive contribution to the communities and students it serves.

13
References

INDIANA UNIVERSITY PROJECT ON
REGIONAL CAMPUS EXCELLENCE

Final Report
of the Committee on

Excellence in Scholarship and Creative Work
November, 1999

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EXCELLENCE IN SCHOLARSHIP AND CREATIVE WORK

MISSION STATEMENT

By tradition, scholarly and creative work has been thought of as the special province of research universities. In the public sector of higher education, this notion has been most readily associated with the main campuses of the flagship and land-grant institutions in each state. The moment has arrived, however, for a more expansive view, acknowledging that excellence in scholarship and creativity can be found on campuses of all sizes.

Faculty scholarship and creative work are essential throughout higher education to campuses that value dynamic teaching, active learning, and an atmosphere of inquiry and intellectual development. In many fields today, the progress of knowledge is so rapid that faculty who do not stay abreast of new developments cannot prepare their students properly. Keeping up in their disciplines is indispensable to faculty, but mere acquisition of information does not demonstrate mastery. Scholarly and creative work are active processes that must engage faculty—and their students, as well.

Regional campuses such as those that Indiana University has established in various parts of the state have come of age. Among the members of their faculties are men and women whose scholarly and creative work contribute to the prosperity and intellectual advancement of society, meriting attention and recognition. They should be encouraged and supported in these endeavors. Their campuses should set unambiguous guidelines for excellence so as to make clear what is expected of them. And the definition of scholarship itself should be reconsidered with an eye toward making that definition more capacious and inclusive, while retaining its rigor.

For each regional campus this means taking steps to identify, make use of, publicize, and reward scholarship and creative work of all kinds. With such objectives in mind, these recommendations are offered to enhance the regional campuses as venues of scholarship and creativity, places that fulfill a unique role in their far-flung communities. The recommendations fall into four broad categories that have to do with balance, collegiality, students as scholars, and connections to the community. Where specific examples of good practice are offered the intent is not to imply that these examples are unique but that they are representative of other institutions that are on the right track.
TO ACHIEVE BALANCE

1) The regional campus, as it moves into the 21st century, shall be a place where research represents a cornerstone of excellence.

We call upon Indiana University to recognize that research at its regional campuses contributes a significant portion of the discoveries that enhance the greatness of the institution. Research is of prime interest to many regional faculty and they must be assured that their pursuits in this direction will be encouraged and supported, that Indiana University will never seek to abandon research on these campuses.

If anything, the regional campuses are more closely aligned with the research network than ever before. Technology assures this. The work of discovery in the social sciences and the humanities, for example, benefits from the advent of the world wide web and the proximity it provides to information and sources. In the biological, physical, and chemical sciences, technological advances give entree to colleagues in distant laboratories and to virtual collaboration. Discovery is central to the faculty mission at the regional campuses. It not only adds to the stock of human knowledge but also enriches the intellectual climate at each institution.

Action:
* Each faculty member should develop a medium and long term research plan. Appropriate facilities—i.e., labs, studios, computers—should be available to implement the plans.
* Funding for research should in no way be diminished by efforts to make financial support available for other forms of scholarship and creativity.
* Faculty members on regional campuses should be encouraged to collaborate on research with colleagues in other locales and travel funds should be available to foster such cooperation.
* Close attention should be given to emulating the practices of institutions that offer annual awards for leading examples of research in various fields.

Good Practice:
* Indiana University centrally and each campus of the university individually provide assistance in pursuing and managing external funds to support research.
* IU Southeast budgets funds for grants-in-aid and summer faculty fellowships, as well as money to train and employ undergraduate assistants in faculty research and creative work. Also, IU Southeast has offered two post-doctoral fellowships to date. Fellows interested in working with a particular faculty member and having a keen desire to experience the environment of a smaller campus have been selected and the positions have been partially funded by including clearly defined and supervised teaching assignments at adjunct faculty rates in their job descriptions.
* The Division of Business at IU Kokomo tries to assess the quality and ranking of the journals that carry articles by the school's faculty members, providing those on promotion and tenure committees with evaluations of the journals by outside experts in
the discipline. Being published in some journals should count for more than being published in others.

**How to Assess:**

* Faculty comparisons relating to faculty research should be made with other regional campuses, not only with major research campuses. This approach in no way means to imply that research should be anything less than high quality, but recognizes differences in workload and infrastructure on campuses with different missions.

* Some reckoning should be made of the number of faculty members who are members and associate members of the Indiana University Graduate Faculty, which is open to all of the institution's tenured and tenured track faculty and applies the same criteria for all campuses.

* If the value of research revolves around excellence then those who assess colleagues must avoid the temptation simply to count articles and citations. The reputation of the journals should be weighed along with the numbers of articles and citations.

* Evaluation should consider the time that faculty devote to mentoring the research activities of undergraduates, recognizing this time as part of the faculty workload.

2) *The regional campus should be concerned about all forms of scholarly and creative work whether this work occurs in discovery, teaching, application, or integration.*

A broadened definition of scholarship and creative work is very much needed throughout higher education. Faculty engage in many sorts of scholarly and creative work that are a legitimate part of a continuum and which should be embraced and recognized as crucial to the academy and to the larger world. Research is a term that has been synonymous with scholarship, but in a wider definition research or discovery, as it can be called, becomes just one manifestation of scholarship. In this regard, we also have in mind the scholarship of teaching, the scholarship of application, and the scholarship of integration. Balance in faculty work demands no less. Scholarly teaching initiates students into the best values of the academy and helps point them down scholarly paths. It is the product of careful thought and exacting planning. Application stems from scholarship that puts knowledge to wider use. The integration of knowledge allows for crossing artificial boundaries imposed by the disciplines and may bring together discoveries of others to provide fresh insights.

Scholarly teaching transcends the ordinary, creating a transforming experience that can be documented for both student and teacher. It draws on deep knowledge of subject and involves pedagogy tailored masterfully to the discipline, as well as discussions, readings, and out-of-class conferences. It becomes consequential to the extent that it leads to substantial learning, helping students to raise themselves to new heights of understanding, kindling the spark of scholarship in them. To be scholarly, teaching must be continually examined through self-reflection by a teacher who weighs the pedagogy for its impact on the ways in which students learn and retain knowledge. This scholarly approach to teaching includes a reciprocal dimension in which inspired
students push the teacher to extend the boundaries of comprehension for themselves and for the teacher. "It is the proper role of the scientist," said Robert Oppenheimer (1954) on the 200th anniversary of Columbia University, "that he not only merely find the truth... but that he teach, that he try to bring the most honest and intelligible account of new knowledge to all who will try to learn."

Scholarly application involves engagement. Ernest Boyer (1990), asks: "How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions? Can social problems themselves define an agenda for scholarly investigation?" The values and discoveries of the campus are taken to the larger world. This is much more than what is often called service. The application of knowledge leads to new understandings and new uses as the scholar reflects on and writes about what he or she and others have learned, putting scholarship into practice. Schools of business at regional campuses, for instance, can apply scholarship in behalf of area economic development. Technology offers the opportunity for broad new applications drawing on many disciplines.

Scholarly integration involves making connections across the disciplines, pulling together strands of knowledge to create new knowledge. It can revolve around interpretations or fitting findings into new understandings. The scholarship of integration has been ever more vital in an age when disciplines splinter into smaller and more arcane pieces. Integration can overcome fragmentation and isolation. It can lead to the authorship of textbooks or the creation of multimedia presentations that bring together parts of knowledge in forms not previously assembled, enabling people to draw fresh insights.

**Action:**

*Policies regarding hiring, promotion, and tenure should recognize all forms of scholarly and creative work, in teaching, application, and integration, as well as in discovery. Without such policies, an institution risks not being able to support the kinds of changes that may be essential to protect evolving concepts of scholarship and creativity at a regional campus.*

*Rigorous evaluation procedures involving documentation should be established to measure the various forms of scholarship, making use of external consultants who help shape judgments.*

*Faculty excellence should be supported through a system of sabbaticals, summer research grants, and allowance for travel to conferences and workshops, especially in recognition of the fact that some disciplines provide a limited number of colleagues at work in the same discipline on the regional campus. It is essential that faculty members at regional campuses, some of which are rather remote, have the opportunity to broaden their contacts and exposure so as to widen their scholarly stimulation. We acknowledge that such initiatives may require greater flexibility in budgeting to permit certain reallocations of funds. Seed grants and stipends to faculty members can encourage scholarly experimentation.*

*Technology and the library collection available on the regional campus must be kept sufficient to support all forms of scholarship and creativity. In teaching, for instance, those who want to infuse their courses with technology need support.
Furthermore, opportunities must be available on every campus, regardless of locale, to employ new technologies that afford faculty and students access to library collections around the globe. Scholars, however widely scattered, can communicate with each other almost instantly. Any institution of higher education today that fails to respond to the technological imperative will impair scholarship and creativity on its campus.

**Good Practice:**

* IU East formerly restricted summer fellowships for faculty members to those carrying out traditional research but now fellowships have been extended to include those doing work in the scholarship of teaching and other serious scholarly work.

* IU Purdue-Indianapolis has encouraged peer review of teaching and pushed forward the idea of exemplary teaching as a basis for promotion and tenure.

* Ball State University, as part of a nationwide project, adopted a professional development program called Professional Enhancement of Teaching in which faculty design their own personal programs of development activities based on their self-identified career objectives as teachers.

* Eighteen of the 22 members of the Associated New American Colleges—including such institutions as University of Richmond, University of the Redlands, and Valparaiso University—participated in a pilot project to give stronger recognition to the teaching role.

* The College of Food, Agriculture, and Environmental Sciences at Ohio State University has taken steps to encourage faculty members to document scholarly expertise in teaching.

* Teaching portfolios are being used at the University of North Carolina-Charlotte to identify scholarly teaching, though there remains the expectation for traditional research.

* At IU Southeast, the Institute for Learning and Teaching Excellence (ILTE) in cooperation with the Research & Grants Committee offers competitively awarded summer and reassigned-time fellowships for course revision and research or creative work related to pedagogy. At least one summer fellowship is reserved exclusively for a teaching-related project. Also, the campus is piloting a Master Teacher Recognition Initiative based on peer review of portfolios.

* Indiana Campus Compact has a Faculty Fellows program offering financial support to faculty members who want to pioneer new models of faculty development that integrate research or creative work, teaching, and service.

* The Association of American Geographers stated that “teaching competencies should be verified by rigorous peer review.” (Diamond and Adam)

**How to Assess:**

* *Scholarship Assessed: Evaluation of the Professoriate* (Glassick et. al., 1997) is a book that sets out a paradigm for assessing various forms of scholarship, relying on a common set of criteria. This involves examining the work in terms of clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. These criteria can be applied whether the scholarly work consists of discovery, teaching, application, or integration.
*Is the broader definition of scholarship being in used in salary and promotion and tenure documents at departmental, division, and campus levels?

*Peer review should be a part of the assessment of all kinds of scholarship, a step that should promote rigor.

*What is the degree of financial support and released time for faculty work in connection with all forms of scholarship? How does this situation compare with cohort institutions?

3) *Flexibility should be a defining characteristic of the regional campus, making it possible for both faculty and students to balance various demands in ways that more readily allow for the pursuit of excellence in and out of the classroom.*

The clock and the calendar are among the most important elements affecting the scholarly climate in higher education. The regional campus should take advantage of its relatively small size to fashion approaches that free the institution from the tyrannies of time and convention. For members of the faculty, there has to be a balance between classroom demands and demands for scholarship and creativity beyond the classroom. The scheduling of faculty responsibilities should facilitate collaboration across disciplines and across campus.

Faculty members need flexibility in course scheduling and work loads so as to make conditions of employment compatible with the furtherance of scholarship and creativity. Sometimes, the limited number of qualified people available to teach certain courses creates pressures that can be relieved only by more inventive scheduling techniques. Solutions may call for a willingness to be bold and different.

For students, the calendar, the schedule, and course-taking requirements must be sufficiently flexible to allow for incorporating facets of the scholarly life into a daily routine that may well include jobs and family responsibilities. These are the realities of the regional campus. It is important for the institution to strive to accommodate the life styles of students, many of whom are non-traditional. Flexibility has other meanings, too, for students, who sometimes find that courses are not available at times that are most convenient to them or even in a given term. This occasionally forces students to delay the completion of degree requirements. On the other hand, students may find themselves in courses with unduly large enrollments and little opportunity for sufficient faculty contact.

**Action:**

*It falls to Indiana’s Commission on Higher Education to exercise flexibility in its approval of new programs, giving scholarship and creativity the chance to blossom in fresh and unaccustomed forms.*

*Financial resources must be allotted to regional campuses in ways that support the ability of those campuses to innovate in scheduling even if what the regional campus wants to pursue is different from practices on the central campus.*

*Class sizes on the regional campus should be in proportion to the mission statement, providing faculty members with the flexibility to meet scholarly expectations. A broader approach to class size would mean that units could more easily deviate from
average class sizes and that averages would be considered in terms of course enrollments in toto, not individually.

*Flexible scheduling should allow for courses at night and during the summer to meet the demands of schoolteachers and other working adults who find it difficult to gain access to scholarly settings at times that suit their lifestyles. New sections of courses should be opened in response to student demand.

*Distance learning should be embraced as an innovation that can introduce more flexibility into teaching and learning.

*Adjuncts and part-time instructors, including practitioners, should be used in ways that add to the excellence of programs. Resources should be made available to enhance the abilities of adjuncts to contribute to the over all scholarly atmosphere. Faculty development opportunities should be available to adjuncts where appropriate and their scholarly activities encouraged and acknowledged. But the pursuit of excellence means that adjunct positions should not diminish programs and not be used to fill lines that are more properly assigned to full-time faculty members.

Good Practice:

*Many institutions offer independent study and individualized majors to allow students and faculty members to pursue specialized interests even if the volume of demand for advanced course work in a given area on a given campus is limited.

*Several IU campuses limit instruction on Fridays, allowing faculty members more time for research and creative work despite heavy teaching loads and making intercampus travel more possible.

*IU Kokomo has implemented accelerated scheduling and a completely revised general education core. The campus also instituted an Accel Program that began with an accelerated program leading to a master’s degree in business administration.

*Flexibility allows such arrangements as the “swing-shift” course that IU Northwest offers to factory workers, who can show up for a morning session or an evening session, depending on their work schedules.

How to Assess:

*Do mechanisms allow for released time for faculty to pursue scholarly and creative work? How do faculty course loads compare with those at comparable institutions?

*Does the campus give sufficient support to those faculty working at the cutting edges of their fields, those who need the flexibility to strike off in new directions?

*How independent is the regional campus to support programs that differ from those offered in Bloomington?

*What is the breadth of scholarship in each discipline as compared with cohort institutions?

*Distance learning and other new instructional forms that are part of a flexible approach should nonetheless meet high scholarly standards.

*Monitor enrollment in new programs over time to determine the extent to which the institution is responding to the need for flexibility. To what extent, as compared with similar institutions, has the institution developed new certificate and degree programs
over a five-year period and what have been the enrollment and completion rates in those programs? Do these programs reflect the needs of students and of the community?

STRIVING FOR INTELLECTUAL COLLEGIALITY

4) A regional campus must try to its utmost to promote the exchange of ideas among faculty members as part of an effort to build collegiality. Mechanisms, both formal and informal, should be established to aid and facilitate this exchange.

Ideas should be widely discussed on the regional campus and feedback from colleagues encouraged and welcomed. Scholarship and creativity can benefit, whenever and wherever possible and practical, from the cross-fertilization of ideas on campus. It is fine and desirable for higher education to function as one large national community, but sometimes this occurs without faculty fully gaining from the contributions that can be made by colleagues down the corridor.

The necessary conditions for such collegiality depend on careful nurture and cultivation of individual faculty, at the departmental and unit levels, and on a campus-wide basis. At all but the very smallest institutions of higher education, the inclination of faculty to share ideas can easily be overwhelmed by the pressures of day to day academic life. Furthermore, the very way of organizing administrative units can have the effect of reducing or promoting collegiality. Collegiality depends largely on whether deliberate steps are taken to overcome obstacles. The regional campuses of Indiana University are compact, friendly places where the potential for collaboration of a scholarly nature is enormous.

We understand, though, that while smaller size can serve as an advantage in facilitating contact among faculty, the size of some regional campuses may also impede collegiality for scholars whose specialization, in effect, isolates them because no one else on campus shares their area of expertise. In this case, broad outreach creates another kind of collegiality. The Internet, attendance at academic meetings, and even a technology as old as the telephone provide scholarly colleagueship for such faculty.

Action:

* Each campus needs a vehicle for supporting efforts to build collegiality. A particular office should assume responsibility for staffing and assisting these efforts. A faculty development program should be a key part of this effort.

* Procedures should exist to expedite interactions between and among disciplines so that each such attempt can build on what is already in place.

* Each department or unit should establish at least one forum that serves to bring together its members to focus on ideas that will generate discussion.

Good Practice:
The Institute for Teaching and Learning Excellence at IU Southeast illustrates one attempt to promote the exchange of ideas. Southeast is also a part of Metroversity, an amalgam of institutions of higher education in its region that allows students on one campus to earn as many as six academic credits at another institution without having to pay a separate tuition. Such an approach can lend itself to an exchange of ideas across campus boundaries.

* Academic divisions at IU Southeast have regularly scheduled colloquia where faculty members from the disciplines within the division present research/creative work in progress or innovative teaching ideas.

* The Faculty Development Committee at IU Northwest organizes brown bag lunches for faculty to talk about their current research.

* A teaching center exists at IU Kokomo and there are also informal gatherings of faculty to talk across disciplines about faculty research, and opportunities to present research in a Working Papers series.

How to Assess:

* Indicators should be identified for making comparisons among cohort institutions in their levels of collegiality.

* The regional campus should keep track of informal gatherings that support collegiality. It should determine the extent to which faculty members cross disciplinary boundaries to discuss ideas with colleagues at the institution.

5) Cross-disciplinary and interdisciplinary work should be a feature of campus scholarship, with support for collaboration among faculty members in different departments and between faculty and students in different departments.

Scholarship and creativity can gain from the ability of people to reach out to one another, regardless of disciplinary demarcations. When scholars are isolated from disciplinary colleagues it should be seen as a special opportunity to interact with colleagues in other disciplines. A good case can be made for the idea that cross-disciplinary scholarship should be a distinguishing characteristic of the regional campus, which, after all, ought to be a far more collegial place than the main campus of a large research university with its enormous departments.

The regional campus, of all of higher education's sectors, should take advantage of its size and slip free of the restrictive traditions that have emphasized a scholar's link to a single discipline. The cross-disciplinary nature of so much of modern knowledge dictates that artificial barriers be broken. Some of these barriers are not simply figurative but physical as well; campuses should consider, for instance, how faculty lounges and faculty offices can be situated in such ways that members of separate departments come in contact more often with each other. Units will encourage the creativity of faculty if they make it clear that interdisciplinary efforts are appreciated. Students, in turn, will be well served by scholars who can comfortably move among the disciplines.

Action:
*Discussions about scholarship should be facilitated between and among departments, involving not just faculty members but department heads, as well. Mechanisms must be put in place to make it easier for departments to collaborate in their offerings and for faculty members to receive due consideration for their ability to reach across disciplinary boundaries.

*Joint appointments by departments should be encouraged and facilitated.

*Scholarship that crosses disciplinary lines should get financial support and tenure/promotion credit should be available for cross-disciplinary projects and participation in interdisciplinary programs. Campus grants should be available to support collaborative research.

*Procedures should be established to ensure that the teaching of interdisciplinary courses is counted equitably toward determining course loads.

*The development of such interdisciplinary fields as international studies and women’s/gender studies should be encouraged.

*Discussions about works in progress might be set up with the intention of producing conversations that involve representatives of several departments.

*The development of interdisciplinary concentrations, certificates, and minors can be a means of encouraging both students and faculty members to think across disciplinary barriers.

*Mini-grants should be available for programming for two or more departments that are willing to work together to establish forums for interdisciplinary discussions, events, and symposiums on campus.

**Good Practice:**

*In its promotion and tenure procedure, IU Kokomo takes cognizance of interdisciplinary work and co-authorship of papers.

*TGIF is the name of a long-standing faculty-initiated, interdisciplinary book-discussion series at IU Southeast. A list of current and classical readings in many fields is developed by consensus. A volunteer with appropriate background introduces the chosen work and initiates the free-wheeling discussion at each gathering.

*Included in the general education core at IU Kokomo is the requirement for 12 credit hours of courses that are interdisciplinary and team-taught.

*Master’s of Liberal Study courses that draw on faculty from different disciplines should be seen as a model.

*Among the examples of interdisciplinary cooperation at IU Southeast are certificates in business for liberal arts major’s including one specifically designed for music majors and a concentration in advertising created by the communications and journalism programs.

**How to Assess:**

*Assessment should take account of what is being done to promote scholarly and creative work that crosses traditional departmental lines.

*Promotion and tenure committees should review their procedures to be certain that they are not penalizing those whose scholarship involves more than one discipline.
*Documentation of individual, unit, and campus productivity should include the number and proportion of proposals, projects, and products that are inter- or cross-disciplinary.

*Institutions should keep count of the number of interdisciplinary courses and the enrollments in these courses and compare themselves to cohort institutions.

6) The mentoring of faculty colleagues should be widespread and should extend to all scholarly activities.

The regional campus, as a more intimate institution, must make the induction of faculty members a basic part of its mission. The smallness of scale should be seen as an opportunity to ensure that every new arrival comes to understand the meaning of scholarship in its many forms. Who is better qualified to convey these understandings than veteran professors whose scholarship speaks for itself?

Scholarly practices, procedures, and expectations have to be learned. New faculty should be imbued with a sense of the excellence to which the institution aspires. The campus culture can prove an impediment to many of those who have not received a proper initiation. Thus, all newly-appointed assistant professors should be mentored by more senior colleagues. Such a process can help make it clear what the department and the institution expect of them. Mentoring of younger colleagues should be an established practice throughout the campus.

We do not think, however, that only younger faculty should be the beneficiaries of mentoring. Peer assistance, which is gaining a following among those who teach in elementary and secondary schools, ought to find a place in higher education, as well. Some veteran faculty would welcome a kind of non-evaluative mentoring that is designed to help them improve their craft.

Action:

* There should be provision for mentoring by senior faculty specifically to induct junior colleagues into scholarly and creative activities that are inherent responsibilities of productive members of the faculty.

* Senior faculty members should be identified as potential mentors and their schedules should be structured to allow them to take on such activities.

* Orientation sessions should be held for mentors so that the details of this very important work are not left to chance.

* Those who assume mentoring responsibilities should receive recognition for their contributions. We understand that an era of limited funding could be used as an excuse not to have mentors. Therefore, some consideration should be given to variable work loads, making it possible to provide the released time that some faculty members will need to serve as mentors.

Good Practice:

* IU Bloomington gives lists of expectations to new members of the faculty so that they know what they have to do to earn promotions. This, in itself, is not mentoring, but
it is the beginning of a procedure that raises the understanding of the meaning of scholarship at the institution.

*A mentor is assigned to each new assistant professor in the Division of Business at IU Kokomo.

*IU Southeast and IUPUI have new faculty orientation programs that specifically address career planning and the integration of all forms of scholarly endeavor.

*The Center for Advanced Studies provides a setting in which younger faculty members can discuss such issues as mentoring.

How to Assess:

*How does the faculty reward structure treat those who serve as mentors?

*An annual report of the institution should describe mentoring activities and the outcomes of such activities.

*A survey of those who are mentored should reveal the strengths and weaknesses of the system so that it can be constantly readjusted to make it most effective.

*Particular attention should be paid to the ratings that students give to faculty newcomers whose courses they take with an eye toward identifying what kind of mentoring support will help newcomers best serve their students.

*Are there signs that mentoring helps newcomers in their scholarly and creative pursuits?

STUDENTS AS SCHOLARS

7) Learning at the regional campus should include opportunities for students to participate in research and creative work, including collaboration with faculty and access to appropriate internships in the region.

Ideally, students will come to appreciate the various dimensions of scholarship and creativity. This should happen in ways—including rubbing elbows with scholars—that help students understand that intellectual engagement in higher education is meant to go far beyond anything that they experienced in secondary school, underscoring the very special nature of a four-year college in preparing its graduates to participate in the life of the mind. Involvement with scholarship and creativity should help define the regional campus. Such institutions, where students commute and return each day to settings that the students associate with high school, must strive to help them realize that they are part of a new life full of stimulating intellectual possibilities.

It is entirely up to the campus to imbue students with a sense of excellence and taste on matters involving scholarship and creativity. Students must learn to make scholarly choices that enable them to grow intellectually. They should have opportunities for first-hand experience as scholars and creators of new knowledge. Lectures and seminars must be supplemented by hands-on work that allows them to know the joy of discovery. This can come in the laboratory, in field work, in the library stacks, and in the studio.
Action:

* An undergraduate research program that provides sufficient numbers of students with the chance to pursue authentic discovery should be in place at each regional campus. The campus should have a full-blown, formal program to ensure scholarly opportunities for students.

* Opportunities for creativity should not be overlooked and departmental expenditures should be sufficient to support students who need to purchase equipment and supplies or travel in behalf of creative endeavors.

* Academic credit hours should be awarded for student research.

* Internships should be created to allow seniors to learn about and participate in the teaching of undergraduates; internships should be available in community settings that allow for field work and on-site experiences that can be grist for scholarship.

* Financial support should be available for undergraduates who want to engage in independent study courses, as well as for research fellowships, and research assistantships. In this connection, funds from the Research and University Graduate School (RUGS) should be dispersed beyond Bloomington. Efforts must also be made to identify and fund opportunities for students to pursue creative projects, which sometimes are not as readily supported as research endeavors.

* Student transcripts should take note of scholarly and creative work by students that might otherwise be overlooked by those reviewing the record of their academic experiences. A "research minor" might be noted on the transcript, when appropriate.

* Journals carrying student research articles or creative work and periodic conferences at which students can report on their research and creativity should be part of the program.

* Faculty involvement in undergraduate research activities should count toward fulfillment of teaching load requirements.

Good Practice:

* Indiana University holds an Undergraduate Research Conference that should be amply publicized among students attending the regional campuses.

* IU Kokomo and IU Southeast are among the campuses that have a Supplementary Instruction Program that assigns undergraduates as teaching assistants, putting them in the position of possibly learning about the scholarship of teaching.

* Some campuses allow lab assistants in science courses both to prepare labs and to have a role in teaching.

* IU Northwest has an oral history journal that publishes student research, a possible model for the kind of journals that might exist in other disciplines on other regional campuses.

* A report from the Association of American Universities (1995) has documented exemplary undergraduate research experiences around the country, illustrating the widespread nature of these programs and serving as a guide to what might be possible on regional campuses, as well.

* IU Southeast offers a Research Honors Minor compatible with any major. The program requires approved course work including an interdisciplinary research seminar and independent mentored research or creative work culminating in a defended thesis or
its equivalent. Also, an annual literary magazine has been published for a number of years and, recently, a companion peer-reviewed research journal was launched.

* Students from any campus may publish in the undergraduate research journal on the web at “www.clearinghouse.nwsc.edu”.
* IU East is host to an annual Whitewater Arts Competition that is open to students and artists in the region.

How to Assess:

* Assessment should revolve around the extent and the excellence of the creativity and research by students as compared with peers at cohort institutions. How many students are involved? Count the number of student-generated research papers and keep a tally of the numbers of students going on to graduate and professional education. How many student research papers are generated? In what kinds of journals are they published? How many students made presentations of their work?
* How much funding was provided for undergraduate research assistantships, equipment, and travel grants? To what extent are students who wish to attend graduate and professional schools able to obtain places in those institutions?
* What is the relative number of internships, assistantships, and fellowships in comparison with cohort institutions?
* Student-generated research materials can be among the items provided to external evaluators and included among departmental and institutional self-study criteria.
* How does undergraduate research affect students outcomes in terms of career choices, success in applying to graduate and professional schools, the kinds of jobs obtained by those who go into the workforce with their bachelor’s degrees?

8) No chance should be lost to ensure that whenever students write papers for class or pursue class projects they learn to adhere to high scholarly and creative criteria, befitting the nature of college-level work.

An entire method of thinking is at stake as the regional college sets out to stimulate a scholarly frame of mind among students who might not have been so encouraged during their pre-collegiate careers. For many, the regional campus may be the first and perhaps last setting in which their scholarly and creative instincts are honed. This opportunity must be seized. As matters now stand, only 17.3 percent of faculty at four-year colleges across the country require multiple drafts of written work as a part of basic undergraduate instruction and only about one-third require students to write term or research papers, according to a study by the University of California at Los Angeles Higher Education Research Institute. (1998-99)

Students should cultivate habits of critical thinking and learn to write in a reasoned and logical manner. They must grow familiar with the scientific method and develop a systematic approach to the pursuit of knowledge. They must come to understand the mental discipline that underlies scholarship and creativity. Will they all become practicing scholars? Hardly. But that is not the issue. The regional campus can make a major contribution to the area by turning out graduates who, regardless of their
career pursuits, carry with them the sense of excellence that higher education, at its best, can instill.

Writing requirements will go a long way toward helping to reach these objectives. Assignments should be made across the curriculum with the elements of good writing expected as much in papers, essays, and examinations in biology or history as in English literature. Learning to be good writers will help students understand the mental discipline that underlies scholarship and creativity.

**Action:**

*Pedagogy must be of such excellence that students learn what it means to meet higher standards in their written work in all courses. Higher expectations are a step toward excellence. Professors should ensure that students acquire the habit of drafting and revising their work as they strive for high quality, adhering to some discipline-appropriate style such as APA style or some similar standard. It is up to the faculty to imbue students with an appreciation for the scholarly process.

*Each department should strive to develop within students, most certainly those who major in the department, the ability to engage in discipline-specific writing that draws on the literature in the field, laying a foundation for scholarship.

*The institutions that honor the intent of this recommendation will stress the value of writing across the curriculum, in all courses, not just in courses that seem most readily to lend themselves to writing assignments.

*Students should have opportunities to publish their papers in appropriate campus publications and to submit papers for consideration for presentation at conferences and be encouraged to consider writing articles for peer-reviewed journals.

**Good Practice:**

*Good writing is best taught by those who are themselves excellent writers. The model of the National Writing Project, which was pioneered by the University of California at Berkeley for elementary and secondary school teachers, could provide a prototype for Indiana University to use with its own faculty, regardless of discipline.

*IU Kokomo has a faculty group that discusses writing across the curriculum.

*IU Northwest and several other campuses have writing centers to which students can take their writing assignments to get input.

*Several campuses, including IU Northwest, identify certain courses throughout the curriculum, as, for example, a particular section in microbiology, as those that will be "writing intensive."

*Summer research programs at some campuses pair undergraduate students with faculty members. These experiences should include conversations about scholarly writing and perhaps even a chance to contribute to the preparation of an article.

*Several IU campuses have undergraduate literary journals in which students can express their creativity.

**How to Assess:**

*Each unit of the college should develop a plan to ensure the encouragement of excellent writing by students.
*Evaluation of individuals and of departments should include a review of steps taken to inculcate writing into the work of students.
*Portfolio assessment of writing should be integral to the institution.
*The college should collect data on the numbers of students going on to graduate and professional schools as one indication of the impact that faculty have had on the scholarly and creative inclinations of undergraduates.

9) The concern of faculty members for scholarship and creative work should foster an intellectual atmosphere on campus that leads students—even though they may spend only a part of their time there because they are commuters—to value the special circumstances of a learning environment.

The four-year regional campus should be special in the intellectual tone that prevails. It should be a hotbed of creativity, a place where the mind never lacks for stimulation. More than other venues in the region in which students may find themselves as part of their daily lives, the campus should be a place where ideas are the coin of the realm and reflection is in the air that people breathe. The scholarly and creative milieu of the institution should be supported by various mechanisms that exist to demonstrate that intellectual matters ought to pervade the campus. This atmosphere should extend beyond the classroom—to the promotion, for example, of high quality student publications and opportunities for study abroad.

Faculty members can be role models and instigators, responsible for creating an environment that may well be unique in the region. It is vital that students come to comprehend the essence of an institution of higher education and appreciate that concern with and interest in scholarly pursuits are among the distinguishing characteristics of a four-year college or university. The challenge may be greater for a regional college than for a research university, but the goals should nonetheless be the same. The extensive amount of scholarship and creativity found at a typical four-year regional institution will make it a special place in a part of a state in which few other bachelor-degree-granting institutions are found.

Students’ intellectual horizons should be broadened so that they learn during their college years that knowledge cannot be contained by boundaries, that scholarship and creativity need not be shoved into self-restricting boxes. As they think of themselves as scholars and as they are encouraged in their creativity, they should be encouraged to search out connections between and among the disciplines. This will help make their education more exciting and more realistic. The real world of the future will be a place of infinite connections and much less a place of boundaries and barriers.

Action:
*The arts and sciences component of the regional institution should be recognized as the intellectual heart of the academic enterprise with efforts made to reach all students through the core programs. A broad education can be a route to the appreciation of the scholarly enterprise in a variety of fields, some of which will register more deeply with the student than others. This kind of education can be used, as well, to instill certain
common values that will affect one’s feelings toward scholarship and creativity throughout a lifetime. This can be done through distribution requirements, through general education requirements and through learning objectives that each division could meet in its own ways.

*In addition to their scholarly and creative work, faculty members should play a prominent role in the advising, mentoring, and placement of students. Faculty should be prepared to work with students outside the classroom to foster a sense of scholarship and to support students as they explore the ways of the scholar. Mentoring and service learning can be vehicles for this support, leading to actual collaboration with faculty in scholarly work. The model of the lab assistant in science should find its analog in other disciplines, recognizing all the while that some disciplines more readily lend themselves to collaborative activities than do others.

*Each campus should develop a publication in which to highlight scholarship activity and distribute these publications so as to influence attitudes about what is held to be important.

*Faculty should lend their expertise to assist student publications by serving as advisers. We are not talking here about any sort of censorship role, but, for instance, of helping young people understand and gain proficiency in the process of soliciting and editing literary contributions to publications so as to maintain high intellectual standards, not unlike those adhered to by scholarly journals.

*The experience and contacts of faculty members can be used to identify study opportunities abroad and to help oversee those programs. Those who play such roles should win due recognition in promotion and tenure decisions. In effect, such work represents an extension of the teaching responsibility.

*Opportunities must be provided on the regional campus for commuting students and faculty members to be in contact beyond the classroom. One such measure would be more departmentally-sponsored events. Also, nationally-known speakers and performers should be brought to campus for programs. Facilities should be available for exhibiting art and performing music. Campus funds should be allocated and external funds sought for recurring and occasional lecture series, exhibits, and performances. Places for study must be abundant.

*Student honor societies should offer forums in which students can discuss intellectual matters. Students should have a role in planning all of these various programs and these programs should be open to the families of students and to the community.

*Faculty should give periodic presentations of scholarship on campuses, open to both the university community and to the public. Also, faculty should be encouraged to present examples of their scholarship in the courses that they teach.

*The campus should publicize the scholarly activities of faculty and let people know about student research activities.

**Good Practice:**

*The Paul W. Ogle Cultural and Community Center at IU Southeast and similar facilities on other campuses are ventures for sharing nationally known speakers and performers with the student body and the community.
*The Indiana Consortium for International Programs provides small grants to allow member campuses to exchange speakers on international topics.
*IU Kokomo’s honors program brings speakers onto campus and sponsors cultural activities.
*IU Southeast has a regional Herbarium that is a depository for local flora.
*IU South Bend has an International Studies Center that offers programs that sometimes brings diplomats and foreign affairs scholars to campus.
*IU East has had programs for students in elementary and middle schools.
*IU Northwest houses the Calumet Regional Archives, which has a full-time archivist and contains such material as the records of local labor unions and the papers of local members of Congress that can be used in research as original source material.

**How to Assess:**

*Campuses should tally and make known the number of students enrolled in honors programs and the numbers having scholarly-oriented internships.
*Units should be surveyed to determine the number of students applying and getting accepted at graduate and professional schools.
*Records should be kept on the number of students involved in publishing and exhibiting their work.
*Records should be maintained of the number attending scholarly and creative events on campus, and the amounts of money, including those derived from student fees, that the campus invests in such scholarly and creative activities for students. The number of intellectual events—from forums, to lectures, to art exhibits, to concerts, to recitals, to film festivals—says something about the atmosphere that the institution fosters.

Some assessment should be made of the physical facilities available for intellectual engagement outside the classroom with an eye toward determining the adequacy of these facilities.

*How many students enroll each year in study-abroad programs?

10) **Financial aid, scholarships, and other forms of support should be sufficient to allow students the time to involve themselves in the intellectual life of the campus.**

Students are more likely to identify with the college and embrace its values if they are not hurried and are able to devote large amounts of time to academic activities. We understand that many students, particularly commuters at a regional institution, work while attending college. Ideally, though, college students should not devote so many hours to income-producing employment that these jobs detract from the excellence of their education. The need to learn at a four-year regional commuter campus is no less than at a four-year residential college.

Ideally, students at a regional campus will have the same chance for a rich educational experience as their peers elsewhere. Furthermore, when they do need opportunities to generate income the college should strive to provide them with work that ties in with their education, as, for instance, the chance to serve as laboratory assistants. Wages for these part-time positions that are connected to their education should be
sufficient that students do not have to opt for jobs at fast food outlets simply because those positions are more lucrative. We realize the very difficult problem here as some students enroll in regional colleges expressly so that they can live at home, work, and generate income while in school. Among such students are many who have financial responsibilities to families and, in some cases, those for whom academics simply cannot be the top priority. But the scholarly life of students cannot thrive when it is seriously overshadowed by the need to earn money. Therefore, the college must attempt to ensure that students are not in such tight economic straits that their studies are neglected. The campus should consider ways to link financial aid and scholarships and mini-grants to scholarly and creative pursuits that call for student contributions.

Support is needed in other forms, as well. Non-traditional students, as, for example, returning students and older students can benefit from specific programs that offer them grounding in study skills, tutorials, access to study groups, and networking with fellow students in similar situations. The goal throughout such efforts ought to be to help students involve themselves in the intellectual life to the greatest degree possible.

**Action:**

* Campuses should actively pursue funds for such programs as Sigma Psi that offer grants for undergraduate research and those such as McNair and NCUR/Lancy that provide stipends for participation in scholarship.

* Campuses should provide meaningful work-study assignments and supplemental instruction opportunities and actively encourage agencies and industries seeking interns to offer meaningful work and compensation.

* Some scholarships may stipulate that recipients cannot hold jobs or at least might restrict the amount of time that they work.

* When possible, jobs on campus that students should be structured so as not to interfere with their studies.

* More financial aid should be focused on part-time students, alleviating somewhat their need to generate money.

* Support for commuting students should include the creation of enough lounges and on-campus study space to allow them more readily to immerse themselves in the academic life. This also means the establishment of child care centers and programs for older students.

**Good Practice:**

* Those institutions that make available positions for laboratory assistants, supplemental instructors, and library aides should serve as models for other campuses.

* Some scholarships carry the provision that recipients cannot work.

* IU Kokomo has a club for returning adult students to make it more possible for them to lend academic support to each other, as well as a full-time director of campus climate.

* IU East created the Adult Re-Entry Program for older students. In addition, a members of a small group of older students are allowed to take their first six credit hours free to try out their experience. They are encouraged to support each other and to remain in contact by e-mail.
How to Assess:

* How does the amount of aid available to students and the portion of them receiving aid compare with that offered by cohort institutions?

* In any evaluation of the institution, consideration should be given to the possibility that students who are employed, attend part time, and take fewer courses per term may find it difficult to meet the same standards as full-time, non-working students.

* The college can periodically survey students to determine the number of hours they are devoting to employment and be guided by the findings.

11) Student outcomes should be more important than the measures of students at the time that they are admitted. Whatever attitudes students bring with them to college in the first place, each campus should concern itself with trying to ensure that students, in the end, acquire scholarly inclinations and an appreciation of creativity.

A regional college should take very seriously its charge to “add value.” The college must recognize its responsibility to build a support network that will allow students to acquire scholarly attitudes and habits that will be theirs through life. In other words, what the student looks like at the end of the process—after being a part of the institution—counts for more at the regional campus than what he or she looks like at the outset. Those who arrive under-prepared must have a chance to grow. Typically, new matriculants at a regional college do not have the same profile as those who enter selective residential colleges. What counts most, however, is how students look after spending time at the institution and advancing toward a degree.

It is up to each regional campus to identify multiple ways of measuring value-added. Standardized-tests may be used to determine some of the outcomes, but what we have in mind are other kinds of assessments, as well. Performance assessments, including portfolios, can document a student’s progress over time. In addition, students should be encouraged to reflect upon their scholarly and creative growth and to use exhibits and other means to demonstrate their acquisition of the values of the academy.

Surely, the intimacy of the regional college should be turned to advantage so as to improve students’ chances for academic success. Caring and a personalized education must be part of the regional approach to education if such institutions are to differentiate their mission. The caring should start as soon as students arrive on campus with, for example, the kind of orientation that helps students feel comfortable and points them toward all of the assistance they will need to achieve success. Throughout their education they should receive individual attention and have access to support that lends encouragement to their efforts. Concern about student retention should be on going and not an after thought.
Action:

* Every campus should have a proper orientation for its new students and a retention program that helps students succeed. A goal should be that no student fails for want of basic study skills.
* Where appropriate, units should gather baseline information on student achievement so that there is some basis for making observations about growth and changes.
* Capstone courses allow undergraduates to pull together their learning experiences and show as seniors how they have benefited from college.
* Alumni should be surveyed at various intervals after college so that they can reflect on the value of their education.

Good Practice:

* Some campus have taken steps to improve outcomes by starting with freshmen as they enter the institution, providing them with strong orientation programs. IU Northwest, for example, offers a freshman seminar that helps students hone their study skills. They also learn how to use the library, get oriented to the writing center, and learn about other resources on campus that can ease their transition into the academic world.
* The Faculty Colloquium for Excellence in Teaching (FACET) is a program that at its best should improve student outcomes by recognizing the outstanding teaching that helps students fulfill their potential.
* The biology program at such campuses as Southeast and Kokomo tracks graduate to see what use they make of their biological education.

How to Assess:

* Success levels for both students and teachers should be used to evaluated course outcomes.
* A variety of assessments, not necessarily limited to norm-referenced tests, should be used to measure “value-added.” Portfolios are among the tools that can be useful in their regard.
* What do retention statistics show? Systematic use of exit interviews will provide information that can be useful in designing value-added approaches.
* Where appropriate, baseline information gathered when students enroll should be compared with assessments administered at the completion of college. How do longitudinal figures compare with stated learning objectives of departments and units?
* Data on job placement and admission to graduate and professional schools should be used to help gauge the effectiveness of educational programs. In addition, the college should review scores on licensing and certification in examinations in such fields as teaching and nursing.
* What does the information that is contained in North Central accreditation reviews say about outcomes?
MAKING COMMUNITY CONNECTIONS

12) The campus will recognize its special connection to the region and act accordingly, showing cognizance of the land-grant concept and using this outreach to the community to promote scholarly and creative values among residents of the region, lending its expertise in ways that enhance the intellectual lives of the region's residents.

The regional institution must fully understand and appreciate its obligation to function as a rallying point for scholarship and creativity in an entire area. As an institution with extensive research capabilities, a regional campus may often be the only place in an entire area capable of providing the sorts of sustenance uniquely associated with four-year colleges. Residents may be bereft of such stimulation without the involvement of the institution. This means serving the intellectual predilections of the region both on and off campus.

Accountability should exist between the campus and the region, with the campus accountable for providing intellectual sustenance to the students and to the communities of the region. Opportunities should be extensive for the people in the area to avail themselves of the institution's scholarly and creative side. The role of scholarship and creativity in higher education will be better understood and appreciated if the campus stakes out a clear identity as an intellectual force in the region. And the region, in turn, should provide political and financial support for scholarship and creativity on campus.

We realize that there are other kinds of connection between the campus and the region, links of a non-scholarly nature. These, too, are vital, but we think that a regional institution of higher education must, above all, demonstrate its intellectual importance to the community.

Action:

* The institution should survey the region to determine how it can foster scholarly and creative values and then provide cultural activities and support community cultural development.

* A diverse and active board of advisors from the region should be formed to advise the campus on its efforts to promote scholarly and creative endeavors in the community.

* The institution should seek collaborative support from the community for the support of programs that enhance the intellectual lives of residents of the region.

* The institution should provide for outreach at locales away from the main campus—in public schools, YMCAs, churches, and community agencies.

* Faculty should be recognized and somehow rewarded for their scholarly outreach to the community.

Good Practice:
The campus should establish relationships with public school systems in the region in an attempt to find ways to encourage scholarly and creative proclivities in precollegiate education.

Speakers' bureaus, which already exist throughout Indiana University, should be utilized to their fullest in ensuring that the scholarly and creative side of the institution becomes part of the outreach.

IU East has its Whitewater Regional Arts Program and IU Kokomo has had art exhibits by faculty members and by high school students, as well as theater productions for the community.

The Indiana Humanities Council sponsors a number of modest grant programs that encourage campus outreach and interaction between campus and community.

The Paul W. Ogle Cultural and Community Center at IU Southeast was conceived as a venue where campus and community could meet. Its theater, concert hall, recital hall, amphitheater, and art gallery offer campus, k-12 schools, community, and professional exhibits, productions, and programs year round.

Taking advantage of the unique venue offered by the geologically-rich setting, IU Southeast offers introductory anthropology at the Falls of the Ohio State Park.

How to Assess:

Questionnaires should be distributed to those attending events open to the community—a practice that IU Kokomo has used with its International Day Festival—to get some sense of the extent to which the people of the region value scholarly outreach. The responses of the community can be a gauged to determine the nature and scope of future offerings.

Local requests for financial support for joint programming and for use of campus facilities can be tallied.

Public attendance at events open to the community should be compared from year to year and an annual inventory should be made of campus units to see what activities they have mounted for the community.

How much do residents of the region, excluding alumni, contribute financially to the institution? How much political support do they give to the institution?

The regional campus should seek partnerships with business and industry to take advantage of the special scholarly and creative talents of the faculty, making the campus a resource to the region and its economic, social, and cultural development in ways that the region helps identify.

Its partnerships ought to be a defining aspect of the regional campus, which should not be perceived by the community as an ivory tower. The campus ought to be seen by the community, at least in part, as a place that makes available applied research for solving the region’s local problems. Scholarship and creativity, after all, are the special elements that the university can contribute to the region’s health and prosperity. A regional institution has a certain distinctiveness in higher education in regard to its link to a particular geographic area.
A report on regional universities from the Aspen Institute’s Program on Education in a Changing Society (1996) observed that “links with the business, corrections, social service, cultural, and political communities” are essential. The Kellogg Commission on the Future of State and Land-Grant Universities (1999) urged institutions “to become more engaged in their communities by creating new partnerships and weaving public service into research and teaching activities.”

Such a commitment can be approached in a manner that in no way compromises academic integrity. The greater society has been served repeatedly by the discoveries of faculty members, particularly in the fields of health and science. In the microcosm in which it exists, the regional campus should see as part of its mission the harnessing of scholarship in behalf of the public good in its locality.

Action:
* Each campus should have a standing task force to receive requests from the region for scholarly assistance to business and industry and to initiate proposals for collaboration.
* Faculty members should determine how they might personally use the scholarship of application in ways that dovetail with regional needs.
* Internships should be created for students to get them into the community, especially in ways that allow them to reach back to the institution for scholarly underpinnings.
* Campuses should consider the role that service learning can play in tightening links to the community, again giving special consideration to creative and scholarly endeavors.

Good Practice:
* A promising step is the creation of the statewide committee with representatives from each campus to coordinate consultancies of Indiana University in the communities.
* Regional Economic Development Resource Centers, where they exist, can serve as vehicles for partnerships with business and industry.
* The School of Architecture at the University of Illinois involved both students and faculty in a project in which their architectural expertise was applied to the benefit of East St. Louis, Ill.
* IU Southeast has established a Regional Economic Development Resource Center and an Applied Research and Education Center.
* Some seniors in business courses at IU Kokomo are teamed with small businesses, where they serve as consultants. This helps the businesses and sometimes leads to jobs for the students. Internships are also available to business students.
* Environmental students at IU East collect samples in the community. IU Southeast has a community advisory board for its business program. An economist on the faculty at IU Kokomo has for years conducted and reported research on the economy of central Indiana.
How to Assess:

*A periodic survey of the condition of the region—examining such data as those that pertain to health, education, and economics—should be a guide to community needs that the campus might try to address through collaboration with business and industry.

*Campuses should report on the number of businesses and other communities entities that seek consultants from the university, especially for scholarly-oriented activities and projects.

*Faculty members could, as part of a portfolio, demonstrate the ways in which they have engaged in applied research in the region.

14) The regional campus should provide extensive continuing education opportunities for adults of all ages, making it easier for all members of the community to involve themselves in the life of the mind.

It is clear that learning need not stop when students leave college. The regional campus should fashion itself as the intellectual beacon of the region, shining its light for both its alumni and other adults who want to take advantage of opportunities for life-long learning. The institution should view its regular academic programs not as final steps but as part of a progression, fashioning itself as a vehicle for life-long learning. For example, a biology major might minor in a speciality—i.e. plant science, receive a bachelor’s degree, and later, once out in the working world, take courses toward a certificate in environmental science, perhaps eventually applying that course work toward a master’s degree, all the while continuing to update skills by taking courses on campus.

Admittedly, some continuing education offerings will be recreational and hardly contain intellectual substance. This is as it should be if the campus is to insert itself into the lives of all residents of the region. But the less academic portion of continuing education can also serve as a vehicle for trying to engage some adult students in courses and programs of greater scholarly import and for helping them to find outlets that are more mentally stimulating. This is nothing less than the responsibility of an academic institution to its community.

Action:

*The institution should identify courses and programs that can be offered through continuing education to cultivate among citizens of the region a greater personal stake in scholarly and creative activities.

*Non-degree courses should be offered for personal development, making use of experts in the community to supplement the regular faculty.

*The institution should view its alumni in the region as potential recipients of life-long learning and fashion programs and degrees accordingly.

Good Practice:

*Continuing studies courses that are already offered at off-site locales for business and industry by some IU campuses.
Minors that are the focus of certificate programs for holders of bachelor's degrees.

**How to Assess:**
- The region should be surveyed regularly to ascertain the extent to which the need for continuing education is being met.
- Are continuing education programs monitored to ensure their on-going connection to the academic program and to the scholarly and creative pursuits of the institution?
- Is credit-bearing continuing education monitored by members of the regular faculty even if non-faculty are involved in the teaching?

**NOTES**


INDIANA UNIVERSITY PROJECT ON REGIONAL CAMPUS EXCELLENCE

Final Report of the Committee on Excellence in Community Service Activities June, 1999

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EXCELLENCE IN COMMUNITY SERVICE ACTIVITIES

REGIONAL UNIVERSITIES AND THE CULTURE OF ENGAGEMENT: STRATEGIC RESPONSIVENESS TO INDIANA'S REGIONAL AND COMMUNITY NEEDS

I. INTRODUCTION AND BACKGROUND

American universities have a long, deep tradition of serving their region and communities. Undoubtedly, every institution of higher education across the United States can point proudly to superb examples of service delivered to a broad array of individuals, groups, and organizations.

Nonetheless, universities across the world are examining the role of regional and community service in relation to their overall mission. In particular, the universities are concerned about the role of the scholarship of service, the academic integrity of the service that members of the university community provide to others. The motivations and issues are both strategic and practical. The past ten years have witnessed a call for higher education in general to re-emphasize and to commit to a role of responsiveness to the needs of society and to provide a leadership role in sustaining the cultural and intellectual heritage of society. That role has to be supported by the faculty within the overall academic mission and justifiable within the academy’s reward and governance structures, including faculty development, merit and tenure decisions, and workload considerations.

In many American universities, however, the role of regional and community service is typically less valued within the academy than the roles of teaching and research. Yet, for public institutions, the call to service is ringing in our ears. Those applying the pressure include state legislatures, regional and community groups, and other constituencies who believe they all have a legitimate right or claim to university support. The legitimacy of their claim to university resources stems from their belief that public institutions should be responsive to the public good and to public needs. Further, for regional universities the responsibility for regional and community service is a distinctive and critical attribute of their overall mission.

Presidents and chancellors hear from various constituents daily, so it seems, that they should be providing consistent, visible, positive service to a variety of constituents. Faculty typically feel the pressure differently, but also feel the conflicts of pressure to teach more and better, to research more, with more external funding, and with more relevance, and to serve their universities and professional colleagues more and more often.

Legislators and other citizens say that state universities have an obligation to provide excellent service to the regions they serve. They often leave the what’s, how’s, when’s
and why’s to the individual campuses to sort through themselves. Legislatures typically do not fund service activities, except in indirect ways. Yet, to sustain credibility and relevancy, regional universities must step up to the challenge of serving the public.

The inherent tension between the daily, demanding university roles of teaching and research on one hand and the pressing need for more outreach and service on the other results in an institutional tension that has to be addressed. The net result of not facing the challenge is, unfortunately, frustration.

The recent report from the Kellogg Commission, entitled *Returning to Our Roots: The Engaged Institution*, addresses the issues of university responsiveness directly and eloquently. The commission members state that *(W)e write both to celebrate the contributions our institutions have made to our society and to call on ourselves to do more, and to do it better.*

The Committee endorses this sentiment. The public perception, echoed by legislators around the nation, is that universities are aloof, unresponsive, or worse, out of touch with the public they collectively allege to serve intellectually. Whether this is reality or perception is not the issue. The issue is that universities do indeed have a mandate to serve their communities and to commit their considerable human and other assets to the concerns of the people.

The term ‘engagement’ was used by the Kellogg Commission to connote the full range of ways that universities intersect with and support their constituents. Engagement includes extension services, outreach, continuing education in all forms, involvement in regional and community issues, technology transfer, economic development, partnerships and alliances with other organizations, and use of expertise to inform and assist. Beyond those tangible activities and processes, however, engagement implies a two-way street of commitment, trust, and respect among all regional and community partners.

Engagement involves faculty, students, and staff. Engagement is intellectually valid, stimulating, enlightening, and beneficial. Engagement, in short, is a part of the culture of the academy and represents the notion of the scholarship of service, including the service activities described above and also faculty and staff development as appropriate to the specific needs of the campus communities.

The Committee agreed that there are critical factors that led to regional and community service excellence. While the specific activities varied across campuses, certain traits or threads have been identified that distinguished excellence.
The four essential factors identified by each regional campus that are critical to successful service were:

1. a commitment from senior administration, deans, directors, faculty and other campus leaders to regional and community service, reinforced by a reward structure that encourages service.
2. the recognition that regional and community service is multifaceted and diverse, in terms of activities, populations served, and approaches.
3. the acceptance that regional and community service is different from campus to campus, but still could be assessed in terms of regional and state needs.
4. the awareness that funding for programs and projects deemed important by the university was essential, ethically and practically.

Given the essential factors, the Committee recognizes that the landscape for higher education is far different than it was even five years ago. The changes stem from many variables outside the academy such as:

- shifting demographics and cultural/generational values (of both faculty and students);
- calls for accountability and relevancy from legislators, employers and donors;
- massive technological shifts and innovations;
- the rise of a knowledge/service-based economy;
- decreased federal support for research, expectations for universal access to higher education; and
- changing expectations about how educational services are to be offered and why.

Internal university changes are no less profound. Resource streams are changing, with the percentage of state funding usually dropping as a percentage of the total funding needed and available. Governance is changing. Tenure is changing. Career paths are changing. Faculty workloads are changing. In short, university life is shifting, sometimes slowly and sometimes fast.

In considering the role of regional campuses, therefore, and in examining paths to excellence, the Committee started with the assumption that to be excellent in regional and community service required a commitment to excellence by the campuses. This implies change, but change for the better. Service is one of the distinctive aspects of the mission of the regional university; it must be recognized and celebrated.

The Committee recognized the importance of each individual campus' distinctive regional constituencies. Thus, there could be no single one-size-fits-all approach to service, given the different regional needs, how those needs are evolving, the campus' various strengths, and the priorities of each region.

Ultimately, the question that the committee faced was how to interpret general national trends and specific observations and commentaries in the context of Indiana's regional campuses, both in general and for each one specifically. The regional as opposed to the
national or international university’s identity puts service more in the forefront of the campuses’ operations. Regional campuses are uniquely situated and positioned, central to their respective regions. They are intertwined with their communities, allowing them to be effective and efficient partners within their regions.

The criteria and recommendations that follow speak to the nature of excellence in the scholarship of service from the perspective of this regional identity.

II. INDIANA UNIVERSITY’S REGIONAL CAMPUSES ROLE IN EXCELLENCE IN COMMUNITY AND REGIONAL SERVICE

Definition of Excellence

The Committee agreed:

Excellence in regional and community service relates to those mission-driven university activities that involve non-university constituencies in ways that improve the quality of life for the people involved. The activities ideally engage university and community members through resource sharing, partnerships and collaborations, and the application of knowledge to issues of importance to the region.

The Committee also identified a more operational definition of excellence in regional and community Service. It is that:

Excellence in regional and community service for each IU campus is determined by matching the university’s definition of the attributes of regional and community service, the expressed needs of the regional and community(s) served, the capabilities of the institution, the mission of the institution, and the expressed outcomes to be achieved.

Clearly, each campus has to define the precise attributes of each aspect of the definition before excellence can be determined. Each campus does have reference to service contained within its respective mission as written. This is an important starting point, although the committee found that there was a gap between a commitment to service as written and the commitment to service as demonstrated in campus reward structures and daily activities.

As noted below, the committee did develop a test for excellence and established an initial set of criteria for recognizing excellence.

Assessing Excellence in Regional and Community Service

The criteria are that to be seen as excellent, a service activity should:
• be consistent with campus mission;
• be consistent with existing campus culture;
• be win-win collaborations for the participants;
• enhance academic quality and integrity;
• link academic goals with regional and community needs (e.g., nursing and education curricula)
• be self-sustaining, as appropriate; (sustainability in terms of finances, need, personnel, and campus support);
• be consistent with local action within a state/national/international framework;
• enhance the quality of life in the region; and
• enhance the economic development of the region and the state.

A Framework for Campus Discussion

In the committee discussions, a framework for assessing excellence emerged. The initial tests for excellence included seven parts:

a. Integration of activities in regional and community service to the needs of the region and the mission of the university as well as integration of research, teaching, and service;
b. Student-centered or constituent-centered approach, in which the needs of the persons served are considered as primary;
c. Effective resource allocation;
d. Mutually beneficial partnerships in which all partners respect one another and each partner derives some benefit;
e. Strategic responsiveness to the needs of the region and the various constituents while optimizing university assets, impact, significance, and relevance;
f. Academic integrity and neutrality or the preservation of the university’s traditional role of intellectual facilitator, source of information, and arbiter of ethical inquiry; and
g. Communication and dissemination of the service to relevant parties;

With the release of the Kellogg Commission report, two addition tests were added:

a. Accessibility, or the issue of including all relevant constituents to avail themselves of university service with a minimum of barriers and a high degree of usefulness; and
b. Coordination of efforts, within and across campuses, to optimize the use of resources, increase public awareness, enhance the availability of programs and services, and make sure people on the campus know what other people on campus are doing.

Scholarship of Service
The Committee concluded that for service to assume its rightful place in the academic community, the link to scholarship needed to be considered and defined. The legitimization of community service is a critical part of assuring that the regional campuses will continue to provide outstanding activities and will extend the menu of activities in the future. Thus, relative to the interests and the issues for the faculty, the regional and community service activities need to be defined in terms of the relationship of the activity to:

- knowledge creation (research), knowledge transmission (teaching), and knowledge application (service), recognizing the dynamic interaction of the three systems;
- a data-driven base for analysis and a constituency-based impact analysis, useful for academic and relevancy purposes;
- a positive relationship between the activity and campus mission; (Tag line in faculty terms: If you can’t put it in your annual report, it doesn’t count.)
- a positive relationship between a reward system and the activities that are encouraged by the campus;
- an on-going dialog across all regional campuses to coordinate, communicate, and collaborate, thus assuring validity and support across the system;
- feedback from and to the regional and community served, the appropriate administrators, and annual reports; and
- support from the president and chancellors, vice chancellors, deans, directors, tenure committees, and others.

Consensus Across Regional Campuses

As a result of the Committee’s study, they agreed on a number of points regarding issues faced by all campuses. Specifically, there is:

- a mismatch between need and expectation for regional and community service and faculty reward system;
- variance in existing reward structure and the nature of recognition for service; (e.g. some faculty want to be paid extra for what other faculty do as part of their work load)
- a need to get all faculty members and staff involved in service, in appropriate ways;
- a need for broader marketing of current activities;
- a need for consistent administrative support for regional and community service;
- a need for dedicated funding to critical initiatives in order to sustain them;
- a need for coordinated discussion about which regional and community service activities are critical to the campus mission, thus receiving support;
- a need to cull activities which, while worthy in isolation, sap resources and time, as they are not mission critical; (Referred to as determining the ‘golden thread’ and ‘threads’ for a campus);
- a need for upper administration to allow new initiatives, as there is a tendency for administrators and the broader IU system to say ‘no’ to new ideas;
- a need to coordinate regional and community service activities both within and across campus infrastructures; and
- a need to develop the ability to adjust and/or move resources to meet new needs (and conversely, the ability to end programs that no longer meet stated needs).

Establishing a Framework for Regional and Community Service Activities at Indiana University Regional Campuses

The Committee members made seven assumptions:

- service is occurring in most units and on all campuses, although the definitions and importance varies widely;
- university service is essential to promote a region’s economic development, quality of life, technology transfer, and intellectual vitality;
- a campus culture that supports regional and community service is vital;
- a grid approach would be helpful to assess overlap, gaps, and relationship of activity to mission, although was difficult to start and to fill in the grid the first time;
- cross campus communication is essential;
- there is little systematic assessment and data tracking is actually done for service activities of any sort; and
- in the broadest sense all university activities are service engagement, in the sense that research has a purpose to society, that a college education has a purpose in society, and that the regional campuses are all public institutions founded to serve the citizens of Indiana. Thus, one way to assess any university activity is through its relationship to the regional and community’s needs.

With these ideas in mind, each campus created an initial grid to assist in the mapping of current regional and community service activities on each campus, and then extend the exercise to across the five campuses. (Note: A sample copy of the grid is available in the appendices and the campus examples are also in the appendices.)

The grid identified three dimensions of regional and community service: Constituents, or those served; Initiators, or campus constituents involved in the service; and Demographics.

Each campus defined its specific constituencies differently. In general terms, the constituencies served included: alumni, business and industry, cultural arts, academic, governmental, not-for-profits, professional, and a wide variety of specialized interests, such as environmental, medical, public education, social, philanthropic, and economic, to name a few.

The initiators were defined in terms of the purposes and primary partners in any service activity. Thus there were student-defined programs (such as service learning, internships, and volunteering), faculty-defined programs (such as consulting, regional and community
development, or volunteering) and university-defined programs (such as continuing education, resource sharing, or partnerships).

The demographics for every initiative included such information as the populations served, the numbers served, the priority of the program to the university, duration and frequency, the resource allocations and other financial information, the public relations value, the return-on-investment, the assessment processes, and other data that could be used to monitor the program.

The grids served five purposes, namely to:

1. Create a database of existing regional and community service programs;
2. Establish a baseline of activity;
3. Identify best practices that could be shared;
4. Create a means to communicate about service within and across campuses; and
5. Develop a way to track programs for assessment, new development, and resource allocation purposes.

Each campus addressed the process of collecting and organizing data differently. Their respective processes mirrored their campuses' experiences in looking at service as a critical part of campus life. Indeed there was no one best way to catalog service; however, the Committee agreed that it is necessary to do so, in the same way that research and teaching activities are codified on campus.

III. RECOMMENDATIONS

In general, the committee took the position that there were potentially an infinite number of worthy activities across the campuses and across the State of Indiana. The level of administrative, policy, financial, and other support for regional and community service varied considerably, both within and across campuses. Nonetheless, for the five regional campuses to achieve recognition across the state for excellence in regional and community service and nationally for responsive engagement, a set of recommendations was developed for consideration and discussion across Indiana.

Importantly, the Committee stresses that a discussion of regional and community service cannot occur in isolation from the discussions about other key areas of university life, both academic and non-academic.

While the specific recommendations are listed below, the committee endorses the five core recommendations adapted from the Kellogg Commission report. Each recommendation has been anticipated to some extent by each campus. However, a coordinated response is both desirable and necessary to achieve excellence in regional and community service.
The five recommendations include:

1. the five regional campuses must “transform their thinking about service so that engagement becomes a priority on every campus, a central part of the institutional commitment.”

2. given this commitment, a regional and community service engagement plan must be developed and assessed against documented campus-based criteria.

3. to support the plan, each institution should actively encourage specific mission-related, accountable activities that are notable for interdisciplinary service, research and teaching/learning activities; for ‘town-gown’ collaborations and partnerships; for credit and non-credit responsive programming to supplement the existing curriculum; and for involvement in service learning in its many forms.

4. to assure enduring support for regional and community service, campus leadership must develop and support incentives to engage in service; and

5. to assure commitment, the campuses must secure stable funding to support engagement, through reallocation of existing funds or the establishment of federal-state-local-private matching funds. (Quotes from Kellogg Commission)

Specific Recommendations, Organized by Activity

Mission and Planning:

a. Community service should be explicitly a part of the universities’ mission statements, planning documents, and public relations releases.

b. Community service should be a recognized, valued, rewarded aspect of campus life for faculty, students, staff, and the administration.

c. Community service programs should be treated with the same concern and respect as research and teaching commitments.

Budget and Accountability:

a. Community service should be included as an appropriate line item in the university’s budgets.

b. Community service should be qualitatively defined to assess quality, academic linkages, faculty and student involvement and value, and responsiveness.

c. Community service should be quantified to assess return-on-investment, cost effectiveness and levels of involvement.

Partnerships:

a. University-Community partnerships should be catalogued, assessed, and recognized, as appropriate.

b. University-community partnerships should be explicit, two-way (win-win) commitments, and active.

c. The partnerships should support the mission of the university and enrich the lives of the individuals involved.
Communication and Information:

a. The university should reward regional and community service.

b. Community service success should be disseminated regularly to all interested constituents.

c. Community service initiatives should be communicated and celebrated across campus.

d. Community service activities should be tracked and assessed.

e. Community service commitments (contracts, memoranda of understanding, and the like) should be standardized, centrally available, and fulfilled.

Academic Policy:

a. Academic program review includes a component for regional and community service by students and university personnel.

b. Academic program review includes demonstrated commitment to curricular relevancy, currency, and responsiveness to state and regional needs, as appropriate to the programs.

c. Continuing education and non-credit programming are responsive to regional and community interests and complementary to academic mission.

d. All programs include both credit and not-for-credit strategies for students to become involved in regional and community service.

e. Community service is considered for tenure, promotion, merit, and academic assignments in a codified, impartial manner:

Community Engagement Policy:

a. Community members should be involved in university boards, reviews, searches, and other activities, as appropriate.

b. Regional media should be involved in university activities and programs.

c. Partnerships between the universities and outside agencies should be validated by academic and/or administrative review, as appropriate.

d. Community advisory groups should be created and sustained by each senior administrative officer, institute and center, and other university entities that interact with the community.

Institutional Policy:

a. Community service goals and targets are included in planning documents.

b. Define outcome measures for service programs.

b. Institutional resources designated for regional and community service are related to goals and assessed regularly.

c. The universities commit to participation in certain regionally responsive activities, such as (but not limited to) economic development, public school partnerships, cultural arts programs, quality-of-life initiatives, and other intellectual and beneficial activities.
d. The chancellor should be held accountable for his/her campus’ regional and community engagement level and programs.
f. The chancellor and vice chancellors, deans and directors, and tenure committees be accountable to assure that an appropriate infrastructure is in place to support the campus service commitments.

Specific Recommendations, Organized by Constituency

For the IU System:

1. Campuses should be wired to take advantage of one another’s regional and community service resources, especially web-based services.
2. Each campus should be the technological service leader in its region, and lead by example.
3. A person responsible for system coordination of regional and community service should be designated and she/he should assist with cross-campus activities.
4. Community service should be considered as a statewide network of resources brought to bear on issues of strategic relevance. One way to organize is by senatorial districts matched with campus spheres of influence.
5. Regional surveys of community needs should be mandated and funded by the system, then conducted by the campuses, with accountability measures built into the process.

For the campus:

1. Each campus should commit to excellence in regional and community service, to best practice-level activities in selected areas, and world-class service in at least one area;
2. Define regional and community service excellence for each campus excellence.
3. A campus committee should be charged to develop a regional and community service plan to be incorporated into existing campus plans.
4. Assess the campus infrastructure in relation to service needs and include the findings in the campus plans and budget accordingly.
5. Campuses should institute service awards across a range of appropriate categories.
6. Community service activities should be collected and maintained as a database, and shared with other campuses and groups as needed.
7. A person responsible for campus coordination for regional and community service should be designated and she/he should assist with cross-campus activities.
8. The university should carefully integrate technology infrastructure changes with regional and community service needs.
9. Community service expectations should be communicated during the hiring process with appropriate expectations set, and those expectations used as part of the screening, promotion, tenure, and merit processes.
10. The campus should consider a set of core service values that might include excellence, innovation, teamwork (collaboration), respect, integrity, social benefit, enthusiasm for learning, and networking.
11. A statement of strategic focus should be promoted to assure that the constituents know the direction and emphases of the campus.
12. An on-going process of community surveys and need assessments should be a part of each regional campus' activity on a regular basis.

For the faculty:

1. Community service portfolios should become a part of the faculty reward system for tenure, promotion, or merit considerations.
2. Community service is required for all faculty at regional campuses, appropriate to one's discipline and professional development.
3. Community service should be defined as a part of one's professional development plan before and after tenure is awarded.
4. Faculty should be computer and web literate, appropriate to a regional leadership role in academic service.
IV. CONCLUSIONS

This report addresses the creation and support for a culture of excellence in regional and community service for the regional campuses of Indiana University.

The Committee stresses the critical importance of community and regional service to the credibility of the regional universities. The regional universities are designed to bring the benefits of higher education to their respective regions.

As one committee member noted:  *Service is the front door to the university. Through service activities the community comes to know us, and we come to understand our community and region."

Building and sustaining a strong service culture is essential, but it is not an easy task. There are at least five paradoxes in this process that need to be understood for the universities to succeed.

1. Universities, at their heart, are intellectual service or learning organizations, yet we often do not reward that learning if conducted outside our classrooms.
2. We in universities value the big picture, the global perspective, the long term and the abstraction of ideas, yet increasingly our funding sources (legislators and donors) expect us to be local, practical, short-term, and down-to-earth.
3. Community service is the least valued aspect of faculty workload, yet it the most valued faculty activity when viewed from outside the academic walls by the people we serve.
4. Student involvement in regional and community service is often an afterthought of academic planning, yet is most often cited by past-students as the most significant learning activity of their college careers.
5. Universities are by design conservative institutions, too often teaching the tried-and-true, yet our society is moving at a rate of gigabytes per nanosecond, without regard to the niceties of academic disciplines, curriculum, and internal politics.

In creating a culture of service, these paradoxes will have to be addressed. The Committee has begun to establish a means to support strong service activity across the state through the discussion and the recommendations contained in this report. However, this is only the first step. More discussion on the campuses must occur. Importantly, the discussions have to integrate the reports of all the committees that have been charged to consider the excellence of the regional campuses. Any discussion of service, for example, that is in isolation from a discussion of teaching, research, technology, resource allocation, or other vital areas, will likely not get far.
To summarize: The Committee believes strongly that the Indiana University System is well positioned to assume a national leadership role in regional and community service, just as it has done in research and technology infrastructure.

The regional campuses can lead that journey to greatness, to the benefit of all citizens of Indiana.

In addition, a commitment to excellence in regional and community service should enable regional campuses to sustain their academic integrity, outstanding teaching, and applied research base, all the while defining their role within the higher education regional and community.

U.S. Representative Barbara Jordan captured the soul of community service when she said, "Are we to be one people bound together by common spirit, sharing in a common endeavor, or will we become a divided nation? A spirit of harmony will survive in America, only if each of us remember that we share a common destiny."

The regional universities have the knowledge, the resources, the people and capability to make a difference in the lives of all Hoosiers. The Committee stands ready to do its part.
INDIANA UNIVERSITY PROJECT ON REGIONAL CAMPUS EXCELLENCE

Final Report
of the Committee on

Excellence in Information Technology
November, 1999

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I. INFORMATION TECHNOLOGY AND CHANGE – ISSUES AND TRENDS

Higher education in the United States has enjoyed unchallenged stability in the fundamental mechanisms of books, classrooms, and course meeting schedules for many decades. Many of these fundamentals are being challenged now as higher education feels simultaneous pressure from multiple forces of change. Some of the most significant changes relate to knowledge itself:

- the accelerating accumulation of knowledge;
- the accelerating arrival of new applications of information technology that appear to offer new possibilities for teaching and learning and research; and
- the growing recognition that education is a process not only of constant development of new knowledge but also of constant development of new ways of teaching and learning.

Modern colleges and universities have long been committed to developing and sharing the most up-to-date information possible. They have adjusted with impressive success to the acceleration in production and accumulation of knowledge and to the resulting need to change course content often. But neither these institutions nor the dedicated professionals who staff and lead them have been prepared for frequent changes in the habits of teaching and learning.

Even now at the end of the 1990s, the vast majority of instruction is still *apparently* happening as it has for decades. One instructor in front of a room using a lectern, desk, or chalkboard (perhaps a whiteboard!) and many students seated in fixed rows facing him/her and listening with varying degrees of attentiveness and taking notes by writing on paper. Nevertheless, something else quite significant has already begun and progressed substantially beyond the pioneers and early adopters of technology, well into the mainstream:

- More than 50% of all faculty members in higher education are already using electronic mail to communicate with their students on course-related matters;
- More than 25% of all faculty members in higher education are using the Web to make some course-related information available to their students [more than 35% are using some form of Internet resources];
- Many faculty members report course-related "conversations" with their students via e-mail even after the course has officially ended.
Educational institutions were designed to generate and deal with changing knowledge; they were not designed for structural or pedagogical change. Faculty who opted for careers in higher education not much more than a decade ago were not prepared for predictably frequent pedagogical/technological change. They were never told that part of their profession involved options, incentives, or pressure to adopt new pedagogical/technological alternatives. Neither educational institutions nor the people who dedicate their careers to working in them are ready for the pace and depth of change they now face.

All this change requires a new kind of vision, planning, and focus of resources. At the heart of these new visions must be both a clear delineation of what should be preserved and what should be transformed - and of a process for change. It is too early to paint a coherent picture of a new stable state. The best that can be offered is a collage of desirable characteristics that leaves room for a multiplicity of solutions and recognizes the need to preserve the strengths found in the variety of the present higher education system in the United States - and in the state of Indiana.

II. DIVERSITY OF EDUCATIONAL USES OF INFORMATION TECHNOLOGY – INFORMATION LITERACY AND COMPETENCIES, ARTICULATION, STANDARDIZATION, AND BEYOND

At the level of "Information Literacy" there has been a rapid increase in the last few years of the capability of faculty and students to use the basic tools of word-processing, electronic mail, and the World Wide Web. Students are now often assumed to be more able of performing certain assignments using information technology upon entry into
Indiana's regional universities. Students exiting these institutions will be expected to use the full range of available computer tools and information resources in problem-solving situations: using word-processing, performing numerical analysis using spreadsheets, finding information using the Web, and making dynamic presentations using computer presentation tools. These skills and competencies comprise an emerging and ever-changing standard of "Information Literacy."

Faculty, too, now come to Indiana's regional universities' campuses with expectations of information technology support. Long-serving faculty are seeking support to assist them in making the formidable transition to technologically assisted instruction. For students and faculty alike, careful planning and ongoing support and upgrading are needed if information technology resources are to be adequate to meet their needs and to prepare students for life and work in the 21st century.

Best Practices:

- Indiana University itself is in the forefront nationally of institutions with a strong technological infrastructure and an extensive and impressive planning process.

Recommendations:

- "Appropriate incentives and support should be established so that faculty and staff are encouraged in the creative use and application of information technology for teaching, research, and service..." [IU Information Technology Strategic Plan, Recommendation E 3]
- The review and evaluation process for tenure and promotion should take into account the creative use and application of information technology by faculty.
- The IU system should pay close attention to the need for developing and maintaining consistent standards for student access to information technology and information resources on- and off-campus. Such consistency will be especially important for students transferring between community colleges and four-year colleges.

III. DIFFERENCES BETWEEN REGIONAL CAMPUSES AND BLOOMINGTON/IUPUI

The Indiana regional university campuses have not been leaders in providing access to and fulfilling expectations about technology and education. Technology should be a tool to equalize the availability of educational resources among the campuses, not just within the Indiana system, but in comparison with higher education as a whole. Regional campus students must have equitable access to the information that technology can afford and access to the technology itself that enables them to reach these increasingly valuable information resources.

Student populations and the missions of the regional campuses differ from the larger two "flagship" campuses in many ways. Academically talented and academically challenged,
mature and immature, poor and wealthy, part-time and full-time, single and parents, young and old—students on the regional campus are reflective of the diversity of the state of Indiana. Within this diversity, the regional campuses tend to serve individuals who are disproportionately in categories that make them underprepared to deal with technology. Most of them need additional training and exposure to technology’s use. Regional students tend to be first generation college students. Most work full time. Many are themselves parents. They come from life experiences that do not include much exposure to technology, and they do not have the personal resources to purchase computers or to subscribe to Internet services. While many of both younger and older students are entering the university with more knowledge about technology than they would have had even five years ago, many are still behind in their general technological competency.

Recommendations:

- Students at regional campuses need flexible access to computing resources. A single solution, such as a modern pool, financial assistance for computer purchase, on-campus laboratories, loaning computers, cannot meet all the needs of this diverse group.
- Given the tendency of regional campus students to “stop out” for a semester, individual user IDs should not be terminated for at least a year.
- Paid assistantships for student technology assistants should be developed, since relatively few regional campus students have sufficient discretionary time to serve as volunteers.

If regional universities are to achieve the same levels of access as at most other comparable institutions, hardware needs to be replaced in a timely manner (maximum three year life-cycle full-cost funding).

IV. TEACHING AND LEARNING CENTERS (ON-CAMPUS AND VIRTUAL)

Something beyond traditional organizational structures and academic support service facilities is needed to meet the growing need on each regional campus to support faculty efforts to identify and implement new combinations of effective pedagogical approaches and new applications of information technology. Perhaps most important, faculty technology support plans and services must be well-linked with faculty development efforts; and through these collaborative linkages more realistic expectations for both should be developed and achieved.

Best Practices:

- Implementation of TLC’s (Teaching and Learning Centers) at three regional campuses (IUSB, IUSE, IUK).
- Move to base-budget funding of TLC (IUSE.)
- UITS (University Instructional Technology Services) support for TLC and other instructional technology initiatives through the Leveraged Support Model.
• System wide instructional initiatives like OnCourse that have been disseminated through the TLC's.
• NETg and CBT agreements for computer based training that have been disseminated through TLC's.

Recommendations:

• Each regional campus should have its own, base-funded Teaching and Learning Centers. Such a center would:
  ➢ report to that campus' Academic Affairs office, or to the office of Information Technologies, or both, as the campus sees fit;
  ➢ provide support for the improvement of teaching and learning generally, and not just through technology, although technology would comprise a major part of its mission;
  ➢ provide support for the use of technology in instruction on each regional campus;
  ➢ provide support for computers and applications on each regional campus; and
  ➢ provide support for the development and continuation of courses with online components ("partially online" or "hybrid") course; and
  ➢ provide support for the exploration of developing fully online course offerings in the long term.

• The regional campuses should collaborate to develop a Virtual Teaching and Learning Center available to all regional campuses, which might be associated with the proposed Center for Regional Campus Excellence (CRCE) and centrally located at IU-Kokomo. Such a V(TLC) would:
  ➢ have its own staff;
  ➢ be largely Web-based;
  ➢ provide a database or clearing-house of online or "hybrid" courses offered at any of the regional campuses;
  ➢ provide support for the individual regional campus TLC's and for regional campus faculty seeking appropriate instructional technology;
  ➢ work to pool the expertise of faculty and staff knowledgeable about and experienced in the use of technology in instruction on the regional campuses; and
  ➢ facilitate communication about teaching and learning with technology among regional campus faculty, professional and technical staff, and administrators.

• The regional campuses should develop a UITS-funded position to encourage the use of, and for state-wide support of, the regional campus TLC’s.
  ➢ this position would have its "home base" in the proposed CRCE at IU-Kokomo, presumably associated with the (V)TLC recommended above;
  ➢ the person occupying this position would particularly work to link the regional campus TLC's with the (V)TLC;
  ➢ the duties of the person occupying this position would include visits, on a rotating basis, to each regional campus in order to provide the specialized expertise that individual campuses cannot afford.
V. TECHNOLOGY INFRASTRUCTURE

The information technology infrastructure necessary to foster excellence at the regional campuses is many-faceted and complex, with growing needs, dependencies, and expectations across all campus constituencies that must be mapped into a dynamic and rapidly changing hardware and software landscape. Meeting these needs and expectations while maintaining a reliable, ever-changing information technology infrastructure, and providing appropriate support and training is the challenge that must be met.

The May 1998 University-wide Information Technology Strategic Plan: Architecture for the 21st Century provides a detailed guide for developing excellence in information technology deployment, utilization, and support at all campuses of IU. As the action items of the plan are implemented, all campuses will benefit and move toward achieving the goal of becoming preeminent in the creative use and application of information technology to support the mission of each campus and the University. The following recommendations in this report are designed to apply the Strategic Plan specifically to the regional campuses and take into account the many difficulties faced by smaller campuses in achieving economies of scale.

Best Practices:

The Indiana University system is to be commended for:

- Establishment of VPIT (Vice President for Information Technology) and regional VCIT Vice Chancellors for Information Technology) positions.
- Formulation of the IU Strategic Plan under direction of the VPIT.
- Commitment of financial and human resources to carry out recommendations of the Strategic Plan.
- Major university-wide license and purchase agreements with leading software and hardware vendors.
- Support for monthly CIO (Chief Information Officers) meetings which provide a forum for regional and central IT personnel to share information and discuss issues.

Recommendations:

The following recommendations are made to the IU system as a whole. A number of them, reference specific Action items already present within the Strategic Plan. (A detailed discussion of current regional campus computing resources may be found in the complete report included in Part Two)

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1 This section of the report was prepared by Kirk Aune, IUSB; Steve Reynolds, IUE; Gordon Welty, IUK; Don Steward, IUNW; Larry Mand, IUSE.]
A. Infrastructure and Fiscal Planning:

Regional campuses, while continuing to make progress, are still face serious budget constraints in providing adequate and equitable instructional technology resources for their students and faculty. Unlike the larger campuses, they are unable to take advantage of economies of scale:

- Continue to focus attention on and provide funding for the desktop replacement, the teaching and learning centers, and the classroom technology action items to ensure that all campuses provide the same level of technology support for teaching and learning.
- Focus on increasing network capacity to the regional campuses to accommodate the rapid development of Web-based technologies that facilitate teaching and learning and support faculty research.
- Pursue means of providing off-campus access to information technology resources for students, faculty, and staff through all viable technologies with national and regional service providers.
- Maintain the focus of the Strategic Plan deployment with uniform emphasis across all campuses of the university.
- Build life-cycle replacement funding into its planning at every level of investment in information technology (including personal, departmental, and central systems, and network hardware and software); and University Information Technology Services, UITS, should develop a life-cycle replacement model to use where needed in conjunction with its investments in information technology. (Action 1)

B. Access to Network Resources:

As the importance of telecommunications continues to increase almost exponentially, regional campuses must be supported in their ability to maintain and upgrade connectivity and networking:

- Review the market compensation levels for qualified IT professionals at each campus and in their surrounding communities, and seek to make compensation competitive with employment alternatives, within the context of overall University salary goals. (Action 4)
- Provide students, faculty, and staff with reliable access to computing, data storage, information and network services, on the campuses and off. (Action 5)
- Provide each regional campus reliable wide-area network connections.
- Develop special pricing agreements with national and regional vendors for students, faculty, and staff at the regional campuses to provide high-speed access to the IUNet and their campus networks from their homes and workplaces
- Offer network connectivity to those students, faculty, and staff who bring a mobile computer to campus and provide campus-based network access sites, including classrooms as well as open study areas, using wired and/or wireless technology, whereby students will be able to connect network-ready mobile computers to the network.
• Create a Global Namespace so that everyone in the university has a unique user name for authentication and identification.

C. Institutional Commitment: Faculty and Staff Engagement:

The two larger IU campuses provide support to department-level units through a department-provided support person who receives training and support from IUTS. The regional campuses are virtually the sole providers of technology support on their respective campuses since few departments are large enough to support unit-specific personnel.

• Encourage schools across the University to provide more resources for maintenance and training for departmental and school computing environments. They should work creatively with the IT organization to train, retain, and distribute knowledgeable individuals to maintain distributed systems. (Action 8)
• The University should continue to support the efforts to educate and certify IT professionals in needed functional areas of the profession. These programs should be expanded to reach a wider University audience, especially on the IUPUI and regional campuses. (Action 10)

D. Teaching and Learning: Content, Access, Distributed Education:

The non-residential nature of the regional campuses gives special emphasis to the need for off-campus access to computing and online learning capabilities.

• To support course tools development and initiatives in distributed education, UITS should evaluate Web-based learning environments and offer faculty a comprehensive set of options to easily create, edit, revise, and maintain online course material. (Action 12).
• UITS should ensure an available and reliable infrastructure of networks, servers, storage, and applications for the support of online courses and other new learning experiences. (Action 18).
• UITS, working together with the IT organizations at each of the regional campuses, should provide and maintain the necessary technology infrastructure to enable effective and innovative online learning, as well as support ongoing needs for file and application serving, and access to Internet and other online resources.
• Beginning immediately, all planning and renovation of classrooms and other teaching spaces should evaluate and incorporate information technology needs. The costs of information technology identified in prior planning effort as well as future efforts, should be fully base funded to provide for acquiring and installing equipment, as well as for maintenance, repair, life-cycle replacement, and support. (Action 21)

E. Research, Computation, Communication, Collaboration

A number of existing research and technology initiatives, especially at the larger campuses but also at the regional campuses, provide excellent opportunities for inter-
campus collaboration. The regional campuses should be encouraged and aided in participation with these activities, and, in some cases, be assisted in the development of similar activities at each campus.

- UITS should launch an aggressive program to systematically evaluate and deploy across the University state-of-the-art tools and infrastructure that can support collaboration within the University, nationally, and globally. (Action 27)

- The University through UITS should provide support for a wider range of research software including database systems, text-based and text-markup tools, scientific text processing systems, and software for statistical analysis. UITS should investigate the possibilities for enterprise-wide agreements for software acquisitions similar to the Microsoft Enterprise License Agreement. (Action 33)

F. Information Systems: Managing IU’s Information Assets

Providing a standard interface to university administrative systems leverages the training required of staff and ensures the highest efficiency in use of these systems. State-of-the-art information systems for administrative needs are essential to provide the quality of service and ease of access expected by students, faculty, and staff.

- IU should implement as soon as possible a new Student Information System in a way that integrates identified best practices in providing services to students and is adaptable to future changes. (Action 36)
- UITS, working with the users of IU’s administrative systems, should develop a common interface environment that will support the efficient and effective accomplishment of the day-to-day administrative tasks of the University. (Action 37)
- UITS should develop a consolidated information delivery environment, leveraging technologies already in use and expanding on these with newer tools. And UITS should complete implementation of an enterprise-wide data warehouse environment, currently in progress, to support university data access and information about this data. (Action 39)

G. Telecommunications: Applications, Infrastructure, Convergence

Combining data, voice, and video technologies on a converged infrastructure should provide increased efficiency, better utilization of resources, and more commonality in the variety of systems and training. Setting base levels and standards will help ensure that applications will operate correctly across all campuses and should provide opportunities for cost saving using university-wide purchasing. Streaming media production, deployment, and support capabilities technology will be the core of new instructional and research applications and must be available to the regional campuses if any of these activities are to achieve their potential.

- UITS should accelerate planning for a converged telecommunications infrastructure that aims to maximize the benefits to IU of this emerging technology direction. It
should be accompanied by an aggressive program of testing and trialing of new ‘converged’ technologies. (Action 46)

- A uniform base level of telecommunications connectivity and standards should be defined, communicated, and where necessary, implemented for all campuses. (Action 49)

- The University should begin the production deployment of streaming media services such as videoconferencing and video and audio stores. It should ensure that support is provided for quality of service on the University networks to ensure that emerging instructional and research applications relying on interactive or streaming media (including digital libraries and distributed education) can have consistent and acceptable performance. (Action 53)

H. Support for Student Computing

Support for student computing should include a campus technology support center and a computing environment that is seamlessly accessible across boundaries of campus, home, and workplace. Computer labs fully equipped with appropriate technology should be open the maximum number of hours possible throughout the week with competent consultants available. Wired and/or wireless connection points to the campus network for student-owned computers should be available.

- UITS, with the departments, schools, and campuses, should develop a model for student technology support that provides:
  - a basic level of support and technology infrastructure to all students;
  - advanced support, typically for advanced degree students in graduate and professional programs, that is discipline-specific and may be integrated with the teaching or research activities of a school or department; and
  - advanced support to undergraduate students as needed, especially for students in disciplines which do not provide such specialized support. (Action 54)

- IU should consider a program of incentives to increase student ownership of computers, including some combination of direct financial assistance, negotiation of institutional discounts for student purchases, on campus sales and support, and encouragement from the highest levels of the University. (Action 58)

I. Digital Libraries and the Scholarly Record

- The University should develop a digital library infrastructure that will provide a common technical and organizational base for new and ongoing digital library programs. (Action 60)

J. Security, Privacy, Intellectual Property

- UITS should focus special attention on providing reliable authentication and access management systems. (Action 67)
The Action items selected above from the Strategic Plan describe an information technology infrastructure capable of supporting and fostering excellence in the creative use and application of information technology across the University and, specifically, at the regional campuses. If these objectives can be achieved, regional campus students, faculty, and staff will have a technology environment which will encourage and enable them to imagine, explore, and communicate, to teach and learn, in ways that best suit them, at times they choose, from locations they select. It will remove barriers, spur innovation, and allow the regional campuses to achieve the excellence to which they aspire.
INDIANA UNIVERSITY PROJECT ON
REGIONAL CAMPUS EXCELLENCE

Final Report
of the Committee on

Excellence in Patterns of Collaboration
November, 1999

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The Report of the Committee on Excellence
In Patterns of Collaboration

Indiana University Regional Campuses
November 8, 1999

COMMITTEE CHARGE AND ACTIVITIES

In a document entitled "Center for Regional Campus Excellence" (Draft #2, September, 3, 1998), Alice Chandler, lead consultant to this project, outlined the charge to the subcommittee on "patterns of collaboration." In that charge Dr. Chandler asked the committee to examine "best practice" models of successful collaboration among regional campuses and between regional and research campuses. She also asked us to examine how best to create incentives for constructive collaboration. The outcome of our work should be an improved atmosphere of collaboration among the regional campuses and new synergistic partnerships with the main campus in Bloomington and with IUPUI. Another important goal is to improve the quality of our relationships with our community partners – businesses, schools, and community organizations.

The Committee on Collaboration met three times in 1999. At our February meeting we reached consensus on the important issues that the committee should address and divided our work among three subcommittees to examine the following issues: (1) principles of collaboration that should guide the regional campuses in dealing with each other, as well as the external community; (2) opportunities through collaboration to address important student learning issues, especially those which may lead to greater retention; and (3) collaboration in faculty development and program sharing. At our May 1999 meeting, we received subcommittee reports. We also examined an example of "best practice" in creating "online learning communities" with a telephone and computer link to the Center for Distributed Learning at the California State University System. At our October 1999 meeting, we reviewed the second draft of our report and settled on our final recommendations, which included a new section, "A System Approach to Collaboration." The authorship of this report was a collective effort of the individuals listed as committee members with assistance from the external consultant, James R. Mingle.
THE NEED FOR COLLABORATION

Across all sectors of American society, there is a new interest and enthusiasm for collaboration. Today’s problems, whether educational, social or economic, are too complex and interrelated for solutions to be developed by autonomous entities acting in isolation. Business, industry and health care have increasingly encouraged collaborative models as a means of sharing expertise, information, and resources. Our report will emphasize the use of collaboration to enhance faculty development, to improve the quality and quantity of program offerings, to extend research partnerships, to promote student success, and to seek collective funding. The challenge for Indiana University regional campus collaboration will be to maintain the unique diversity of each campus, yet capture the expertise of faculty to accomplish the goal of shared excellence. Our hope is that these collaborative efforts work in such a way that the sum of the parts would be greater than the whole. Meeting these goals will mean addressing numerous structural, policy, procedural, and personnel issues that currently block collaborative efforts.

Currently there are many best practice collaborative models within and among the IU campuses. Programs such as FACET, Intercampus Research, the statewide schools of public and environmental affairs, nursing, medicine, education, and business each has achieved excellence in its own right. This suggests that Indiana University is well positioned for statewide partnerships. However, the focus of this project should explore the expansion of collaborative efforts to promote regional campus excellence. The projects that move forward from this program should be unique to regional campus collaboration.

The recommendations that follow center on elements which are essential to successful collaboration:

1. A deeper understanding of the importance of “equality” as a fundamental principle of collaboration

2. The need for a “system approach” to collaboration

3. The importance of building learning communities of scholars and teachers across campuses

4. A greater quality and volume of course and program collaboration both among the regional campuses and with IU Bloomington and IUPUI

5. The need for a formal mechanism for building research capacity on the regional campuses

6. The necessity to collectively focus on the student experience in order to enhance retention and success

7. A renewed focus on community and economic development

8. Mechanisms for system-wide collective funding to support collaboration.
PRINCIPLES OF COLLABORATION

The regional campuses of Indiana University interact with a wide range of institutions, organizations, community groups, and important constituencies. While these interactions vary widely in scope and substance, we believe there are a set of fundamental principles that can and should govern relationships both inside the Indiana University system and outside the system with other educational sectors and with the community at large.

_First and foremost, we believe that collaboration works best when all parties regard each other as equals._ As one of our committee members expressed it: "When we sit around the table, whether with our colleagues in Bloomington or fellow educators in the public schools, let us assume expertise, knowledge, and good will from all who are present. Nothing can stop a collaboration quicker than an attitude of superiority on the part of one party or another."

After the principle of equality, we believe there are a number of essential planning elements that contribute to successful collaborations:

- Good faith understanding that the state and IU administration will support worthwhile collaborations
- Clarity and agreement over goals and objectives
- Clear definitions of the roles and responsibilities of members of the collaborative
- An implementation process that includes benchmarks and timelines and the necessary resources to meet these goals
- Effective communication to all parties involved
- Structures for sustaining the collaboration
- Assessment of results

A SYSTEM APPROACH TO COLLABORATION

_Recommendation 1: Significant changes in governance arrangements and operating procedures within IU administration need to occur before significant progress can be made on the issues outlined in this report. Without stronger system-level support, the IU regional campuses may be unable to respond to the challenges they face in the years ahead._

The overall objective of the "regional excellence" project has been for the regional campuses to discover and apply standards of excellence that are unique to this sector. In the years ahead, the goal should be for the regional campuses to be true partners with Bloomington and IUPUI in this endeavor. Without a more systemwide approach to governance, however, we fear this is not possible.
The competitive environment of higher education poses a particular threat to regional campuses. On one side, the lower costs and more vocational orientation of community colleges challenge the regional campuses; on the other side, they must compete with the prestige and name brand of the flagship university. Their relative small size also puts them at a disadvantage as they seek economies of scale.

Unlike many other university systems around the nation, IU lacks fundamental structures aimed at strengthening and enhancing the role of the regional universities. Well-respected systems such as the University of Wisconsin and the University of North Carolina have chief executive officers whose responsibilities are for system management alone. System staffs are concerned with the welfare and competitiveness of all the campuses and have developed a variety of "system utilities" to support campus activities. These systems also provide a forum within which meaningful collaboration can take place.

As noted earlier, IU has developed a number of initiatives aimed at enhancing the quality of the regional campuses, most notably through FACET and other statewide programs to recognize good teaching through teaching awards and undergraduate research projects. This foundation must now be built upon and significantly expanded.

A system concept has important advantages for regional campuses: it tends to raise the quality of offerings, physical and technological infrastructure, and compensation of faculty on the regional campuses, as well as provide needed support to smaller units that serve local needs. Systems approaches tend to balance the research priority of the flagship campuses with the pressing needs for local economic development initiatives and service as well as strengthen
teaching and learning commitments. Systems also can create important "utilities" in administrative services, technology, purchasing, and marketing that can gain economies of scale that smaller units are unable to achieve.

A system approach is especially popular with the public and its elected officials who are interested in seeing ease of transfer among campuses and the efficiencies that can be achieved through a system approach. IU administration tends to convey that it is, in fact, a "system" when it serves its public relations needs, but the reality falls far short when compared to other states and university systems. While IU has made some progress in system approaches – for example, the Image Campaign – it is not nearly enough in today's competitive environment.

We offer two concrete examples of how the lack of system perspective may diminish the quality, competitiveness, and cost-effectiveness of regional campuses. First, the recent decision of IU administrators to adopt a "multiple institution structure" for its PeopleSoft administrative system was preferred by IU Bloomington and IUPUI because it provides greater flexibility to customize such policies as admissions, tuition, and residency. As one of our committee members remarked, "The multi-institution format was really the only fit for a university comprised of several campuses and professional schools that guard their individual autonomy aggressively."

But students, taxpayers and the regional campuses may pay dearly for this "flexibility." The price paid to the vendor will be greater and the obligation and costs imposed upon the regional campuses more substantial than purchasing the "single institutional model" from PeopleSoft. It is difficult to imagine that this multi-institutional approach to administrative data systems will contribute to the objective of developing policies that are student friendly, as well as aid the flow and transferability from campus to campus. Campuses, for example, will now be able to abandon the common course numbering system which has so greatly aided the movement of students within the system.

The creation of a community college system in Indiana also poses a threat to the regional campuses that could be combated with a stronger "system level" orientation from IU administration. In 1999, during this committee's deliberations, the Indiana legislature and governor initiated funding and governance changes that are expected to lead to a comprehensive community college system in the state. An important function of this new system will be the provision of low-cost general education curricula that is transferable to four-year campuses. No matter how IU and the regionals choose to respond to this development, we suspect it will require more attention and support of the regionals than has historically been the case in IU administration. If we are to challenge the exclusive franchise provided by the state to Vincennes University, it will take leadership from both the regional chancellors and the IU president. If we are to compete on price (or devise pricing schemes which do not confuse students) it will take system leadership. If we are to launch new programs at the upper division level or in the area of continuing education, it will take seed money from the "system."

Transfer of credit is probably the most central issue to the viability of the regional campuses and we are heartened to see that President Brand has expressed his intent to maintain he current transfer agreements as well as continue to press the Academic Officers Council to expand this concept. But there is still much to be done, and we question whether the current structure is adequate to the task.
In order for the regional campuses of IU to remain competitive and efficient they will need much stronger advocacy in the IU administration. This may require one or more of the following changes: (1) the creation of a “true” IU system through the appointment of system chief executive who is not directly involved with the Bloomington campus; (2) a stronger role and voice for the regional chancellors with the board; and (3) the establishment of more administrative utilities and systemwide structures aimed at strengthening regional campuses.

**FACULTY DEVELOPMENT**

**Recommendation #2:** The IU Regional campuses should work to create learning communities among faculty that will connect regional campus faculty in their teaching, research, and learning goals.

We propose collaboration that would extend faculty development efforts beyond individual campuses. The goal is to create “learning communities” among all regional campus faculty for purposes of professional development around issues germane to our student populations. For example, faculty at regional campuses could share effective strategies for working with first-generation college students, commuting students, working students, or underprepared students. This collaborative work could be fostered if regional campuses shared outstanding campus programs through live internet transmission, or if departmental symposia were aired live over the Virtual Indiana Classroom (VIC), or if campuses shared resources to be more competitive for “name” scholars and artists. We also see great potential in establishing online learning communities similar to those in the California State University System through its Center for Distributed Learning. This Center not only facilitates the development of commercially viable digital materials, but also has fostered the access and exchange of materials created by individual faculty. We were especially impressed with the power of its Merlot web site [http://merlot.csuchico.edu].

**Recommendation #3:** We recommend that the Associate Vice President for Distributed Learning at IU Central explore the development of a "learning community web site" modeled on the Merlot site in the California University System.

We have learned that a group of state systems are collaborating on the development of an expanded repository of materials and a peer-review evaluation system which would allow faculty to search for and effectively utilize the best multi-media simulations and tutorials being developed around the nation. Indiana's participation in this effort would be a giant step forward.

**COURSE AND PROGRAM COLLABORATION**

**Recommendation #4:** Regional campuses need to increase the volume and quality of course and program collaboration, both among regional campuses and with IU Bloomington and IUPUI. The emerging community college system also should provide opportunities for joint program development.
The regional campuses of Indiana University currently are experiencing pressures from many external and internal sources. Each campus has problems shared by others, and each has problems unique to its location. While the composition of the student body and clientele is similar, the nature and location of competitive institutions differ in some instances. Our ability to attract traditional students from local high schools suffers as the number of high school graduates declines. However, institutions in larger urban areas are in a position to attract returning non-traditional students.

*Focus on the Upper Division Arts and Sciences:* One common problem shared by regional campuses is external pressure to validate and justify program degree offerings in the arts and sciences. Many departments enjoy substantial enrollments in core requirement courses, but these enrollments decrease to a handful in upper-level classes. In addition, many upper-level courses are offered only once a year, and in some instances, every other year. According to Dr. John Kropff, Associate Vice Chancellor for Academic Affairs at Indiana University Northwest, the Commission for Higher Education questions the need for these degree programs with low numbers of majors. Smaller campuses cannot offer some programs because of a lack of student enrollment, and there are some programs that no regional campus could deliver alone, but could do so with another regional campus. Therefore, program and curriculum collaboration could promote growth, student retention, and the ability to deliver educational opportunities to a wider array of publics on the regional campuses.

For the IU regional campuses, some courses have been shared easily over the Virtual Indiana Classroom; others have experienced great difficulty. For example, the Computer and Information Systems (CIS) department at IUN is broadcasting its Introduction to COBOL (C203) to the South Bend and Richmond campuses, and the CIS department has been told that a couple of students are interested in the course at New Albany. Yet at the IU Kokomo and East campuses, an experiment to offer Spanish over VIC was a curriculum disaster given the limitations of the VIC system. Technology, however, is rapidly changing. Developments such as video conferencing over the internet with much lower bandwidth requirements will both improve quality and lower costs of collaboration.

Faculty resistance to collaboration through technology remains significant, however. *We need to find a way to promote classes to students on all campuses in their regular registration materials.* Reasons for such resistance are based on both fact and fiction. In general, reasons are categorized as fear and “turf protection.” Logic dictates that turf protection will be of no use if degree programs are discontinued. From a student perspective, we should be offering the widest possible choice of both delivery modes and cross-registration. If students of the future are to take courses from multiple providers (who may be located anywhere in the world), the regional campuses will need to offer the highest quality programs possible in order to compete. This cannot be done without joint program development.

One might surmise that faculty not used to collaborating in their research may have difficulty collaborating in their courses. Faculty who have never broadcast a course to another campus may fear that unknown. Moreover, some faculty have suggested that the technology needs to be expanded to meet the challenge. Many administrators in the IU system recommend that policies be established to determine how each campus delivery site will benefit financially from these collaborations.
Nevertheless, some campuses and universities in the country are sharing programs and courses with great success, such as the Joint Social Work Program between Cleveland State and the University of Akron. Course sharing among faculty also is the focus of Project NExT (New Experiences in Teaching) sponsored by the Mathematical Association of America and Exxon Education Foundation. Project NExT involves attending workshops on teaching and interacting through e-mail – members can post questions about books, techniques, and software and get answers. In addition, each member is assigned a mentor who can provide assistance. Such a project for the regional campuses could create an atmosphere of sharing and trust among departments.

Similarly, the Educational Object Economy (EOE) sponsored by Apple Computers creates a complementary online community based on the creation, sharing, and use of teaching resources. The goal of EOE is to build an online community of educators, researchers, producers, distributors, and users of educational material. Although at this stage these two projects are focused more on sharing of materials, the idea to create an online community for the regional campuses can begin the dialogue necessary to bridge the gap between campuses and begin to share course offerings. More information about Project NExT may be found at archives.math.utk.edu/projnext/ and about EOE at inct.ed.gov/~kstubbs/free/external/eoe.html.

**COLLABORATIVE RESEARCH**

**Recommendation #5:** Regional campuses need a formal mechanism to promote and gain external support for regional scholarship concerns.

While the IU system has a mechanism for collaboration in research efforts, we do not believe this has effectively focused on regional scholarship concerns. Moreover, many regional campuses are woefully understaffed in their offices of sponsored research. Many discipline specialties have only one faculty member, individuals who have very little opportunity to collaborate on their own campus and must network regionally to achieve excellence. *We believe that the proposed Center for Regional Excellence could assume this mission.* The Center's responsibilities could include staff working on behalf of collective grant applications as well as communication and dissemination mechanisms through the World Wide Web. This would allow faculty to communicate with others about their work and serve as an initial form of publication for feedback purposes. Furthermore, there is a need for regional campus research startup and collaborative research funds to support partnerships in the IU system.

There are many best practice programs in the IU system. We recommend that these be used as models for establishing programs specific to the regional campuses. These programs include:

1. Access to SMARTS, Grantline, and other services that provide faculty with information on funding opportunities.

2. RUGS grants for initiating research and research travel, as well as assistance with grant writing for a wide variety of agencies.

3. IU President's Council for International Programs International Projects Grants (up to $1,500 each) for research projects overseas, and Campus Enhancement Grants limited to...
the small campuses (up to $1,500 each) for library and archival research in this country relative to a project with international dimensions. These grant applications are reviewed by a committee consisting of a faculty representative from Bloomington, IUPUI and the small campuses to assure balance and equity in funding.

4. International Conference Fund for presentation of a paper at a refereed international conference.

5. The IU Institute for Advanced Studies Governing Board, with members from every campus, encourages collaborative research among IU faculty and faculty from other institutions, including international institutions, and helps arrange funding to bring distinguished faculty to campuses for short periods. Each of these activities permits regional campus faculty to develop research projects, networks, and funding opportunities.

**Enhancing Student Success**

Students at regional campuses have been called members of the "new majority." Even if they are of "traditional" college age, their lives are not those of the traditional college student. For many students, college study is only one of a host of responsibilities they must juggle: home, family, job. Exit studies with students leaving our programs without a degree have already told us that these significant external demands are a major barrier to retention and college completion.

Academic support for students at a regional campus is generally focused on remediation, supplemental instruction, and tutoring programs. But there is an entire range of academic support programs available to students on a residential campus, based on aspirational rather than "deficit" models which do not exist at regional campuses. Since many regional campus students are first-generation collegians, they lack role models and mentors to guide them to particular collegiate and post-baccalaureate opportunities. Many services that are "givens" at residential colleges are not generally available to regional campus students. Regional campus students are unaware of graduate school opportunities, they never meet with a graduate school recruiter, nor are they encouraged to apply for competitive fellowships or scholarships.
Recommendation #6: The work of the university-wide Lilly project on retention should be disseminated among key administrative officers and faculty.

The Lilly grant project brought together representatives from each campus to put forth the "best" retention strategies for funding. After nearly two years into the five-year project there does not appear to be a systematic and regular dialogue between the regional campuses about what is working and what is not. For example, four of the five regional institutions (IPFW excluded) have Supplemental Instruction (SI) as a key retention component. Similarly, four of five regionals are engaged in strategies that focus on improved career assessment, exploration, and counseling for students. These common retention components present an important opportunity for the campuses to come together and discuss progress. We recommend that all participants in the Lilly initiatives convene at a university-wide conference to discuss projects. Such a forum would serve as a critical juncture in cementing future retention collaborative efforts. In addition, if the key players are encouraged to come together on a regular basis, the stage will be set for collaboration on other grants. The recommended conference should include concurrent sessions on collaboration with both local high school and Ivy Tech/Vincennes articulation. Ideally, these meetings will extend beyond the life of the Lilly grant. Unlike other public four-year systems, there is relatively little meeting of "counterpart" groups of administrators in IU. Finally, we believe that an external evaluation of the Lilly grant should be a component of the final years of funding and that these findings be widely disseminated.

Recommendation #7: Regional campuses should work collectively to enrich the student experience through the proposed Center for Regional Excellence.

Serving our commuting, non-residential students is already the first mission of a regional campus. Recognizing the multiple claims of work and family, many programs have been or are being put in place at the local campus level, ranging from on-site daycare and children's centers, to supplemental instruction to distance learning, to flexible course scheduling. Entrepreneurial faculty on several regional campuses have set up "study abroad" programs for their regional campus students (who are underrepresented in such programs nationally). We have been particularly impressed with the performance and interaction of regional campus student leaders who present student issues at Board of Trustee meetings. Similar activities at statewide conferences sponsored by the President's office to foster minority attainment also show that regional campus students will "make time" for activities which they feel are important. Once engaged, such students are far more likely to complete their studies.

We suggest that through inter-campus regional collaboration, resource sharing, and coordination, other programs could be established to meet students' needs to stretch their boundaries both academically and socially, giving them a fuller sense of their possibilities as students, and thus enhancing their chances for completion.

Special academic internships that might lead to better retention and a head start on a future career are scarce. Typically, students at residential campuses host and are hosted by students at other campuses. Such peer interactions, which expand students' sense of their own possibilities beyond the boundaries of the "home" campus and community, are rarely part of a regional campus student's experience.

Final Report

November 1999
We also believe that through such interactions, new programs can emerge to further enhance students' academic careers. Again, all of these programs would require coordination, communication, and collaborative efforts. They also would require funding, although many might be subsidized through external sponsors and employers. Finally, we strongly suggest that students themselves participate in the planning and development of such intercampus collaborative events.

Many of the following ideas are adapted from best practices at residential campuses (what George Kuh and others have termed "engaging campuses"), but also reshaped to fit the lives and needs of our "new collegiate majority." Some simple strategies could bring many new programs within the reach of the "new majority" student who otherwise feels limited and "place-bound." These include provision of travel funding; bringing a series of programs to the campuses, or alternating regional campus "hosts" rather than requiring students to come to IUPUI or IUB; creation of short-term rather than long-term study projects or internships.

Other ideas include:

- **Regional student academic conferences**: Current models include IU Women's Studies Conference and IU Undergraduate Research Conference. Each conference focuses on disciplines, and each conference has student presentations and faculty moderators.

- **Regional student web site**: Job listings by specific academic majors

- **Regional student traveling graduate school fair**: Graduate school recruiters visit regional campus students each year

- **Identify a cadre of former national fellowship winners** on IU regional faculties and sponsor their informational visits to regional campuses to meet with students and encourage applications (for example, Marshall, Rhodes, Fulbright, Eisenhower, Truman, Mellon, NSF, NIH).

- **Regional workshops on applying to graduate school**

- **Regional internship "hotline" or "bulletin board"** to announce positions in various disciplines and work sites, summer or academic year programs at a nearby campus, career "shadowing" arranged by/on another campus

- **Regional student jazz/music festival** (could be held on different campus each year). Since student travel and lodging are not covered by most general fund-supported projects, set up a special fund to encourage regional campus student exchanges and visits to other campus programs.

- **IU Regional Student www site**: could be part of faculty Merlot site

**Community and Economic Development**

Many activities related to workforce development, technology transfer and community
building are, by necessity, carried out by individual campuses, who know their "neighborhood" best. But increasingly institutions are joining into partnership programs. When a new industry or company locates in a region, it is likely to have training and education needs that stretch across levels and programs. For example, IBM of Vermont sought to outsource all of its inhouse training as well as provide opportunities for educational advancement. The company looked to a coalition of research universities, regional campuses, and vocational-technical programs. Such a coalition of Vermont higher education institutions provides everything from basic skills to graduate engineering and computing courses.

**Recommendation #8:** The regional campuses or the IU system should consider jointly supporting an office to serve as broker and liaison to businesses in Indiana. Such a broker should represent no single campus or program but the system as a whole.

In the area of community development, many campuses have sought support for facilities to serve local needs, but have failed to gain system-level support. If the regional campuses had a cheerleader working closely with the parties, it is more likely that the needs of regional citizens would be more adequately met.

**COLLECTIVE FUNDING**

All of our recommendations pose the following questions on priorities:

1. Regional collaborative “governance” – who will coordinate and supervise the implementation and maintenance of such projects?

2. Regional excellence – as each committee brings forth recommendations, how will we seek consensus from faculty on what should be addressed?

3. To promote and communicate these activities, how will we involve faculty?

4. How will we obtain resources to fund these activities?

Collectively, the regional campuses represent a formidable group. They include a wealth of talent, resources, an array of constituencies, and are a source of potential investigators and/or grant administrators to rival any single campus site. Regional collaborative governance would require administrative collaboration rather than competition. If a newly constituted system office, as suggested earlier, or the regional Chancellors speaking with one voice to the board, could identify some common, high-need priorities for collective funding, many of our recommendations could become a reality. Together regional campuses could meet the need for matching funds. Our committee discussed three possible strategies, or a combination thereof, for funding these and other recommendations:

1. External grants pursued collectively by the regional campuses

2. Allocations from the system office to directly support regional mechanisms and projects
3. Regional campus allocations or fees to fund joint projects or positions (for example, a shared sponsored research office).

ISSUES AND QUESTIONS

As the committee discussed program and faculty collaboration, many issues and questions arose that need to be addressed as we move forward. First, collaboration must be defined keeping in mind the faculty expertise, career stages, field of specialization, and personal goals. This will involve system-wide change because at the present time, rigidity of administrative policies and procedures inhibit regional campus innovation and collaboration. For example, the following may serve as a springboard for discussion:

1. Reconsider how credit hours and faculty load is calculated; reconsider criteria for tenure including single author vs. co-authored articles; review merit increases and evaluation of faculty performance; review reconfiguration of class hours (summer courses), location and ways in which faculty teaching load is credited.

2. Examine technological resources, travel funds, library and personnel support systems.

3. Create mechanisms to communicate with administration about each campus mission and how to adapt best practices to support a resident faculty.

Second, we must explore why a faculty member would wish to collaborate. Traditionally, the archetype of the American professor is one who excels at research and scholarship, teaches only upper-level or graduate courses, and works alone to achieve status. As a scholar, a faculty member is free to choose his/her area of research and in return for teaching and scholarly contributions, expects to be supported in a lifelong quest for knowledge within his/her field. As higher education institutions face increasing fiscal and student retention challenges, the role of a faculty member has become more fragmented. Institutional demands in the form of heavier teaching loads and a vague mission of the university result in poor morale and increasingly acrimonious administrative/faculty relationships.

Finally, how will collaboration among a faculty result in a quality education for students? This crucial question needs to be answered in order for faculty to "buy into" the concept of collaboration. Not all faculty will be interested in participating, and participation should be optional without penalty for non-cooperation or threat of non-tenure.

In light of changing curriculum and research models, how will quality be maintained? Traditionally, academic quality has been maintained in high-status institutions such as Harvard, Stanford, or Princeton, where professors are allowed to excel in their areas of expertise and to conduct research that supports their teaching. Professors at a regional or community institution face competing pressures, limited resources, and often students who are not well prepared to handle college-level work. While change and new ideas are needed to sustain the viability of these institutions, it can be unsettling to faculty who are never quite given enough time or resources to implement a new activity before another new initiative is undertaken. Faculty need and deserve long-term support and commitment to implementation.
Development of the regional faculty for collaborative activities must begin with an interested core group dedicated to maintaining a quality educational experience. Issues to consider may include professional identity, power, integrity, allocation of funds and resources, avoidance of exploitation of junior faculty, students, assumptions of competence, and the role of increasing numbers of adjunct faculty.

For those faculties who desire opportunity and a structure to support collaboration, a Center of Regional Excellence can develop the environment to enable them to reap the benefits of a shared professional experience. We also support the idea of "collective rewards" to groups of faculty across campuses that have formed productive collaborations.
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Professor Barbara Walvoord 
Consultant

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November 6, 1998 
February 19, 1999 
April 23, 1999
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Professor James I. Ratcliff
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MEETING DATES

February 5, 1999
April 23, 1999
October 22, 1999
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Excellence in Academic Programming

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EXCELLENCE IN SCHOLARSHIP AND CREATIVE WORK

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MEETING DATES

February 5, 1999
May 7, 1999
October 22, 1999
CENTER FOR REGIONAL CAMPUS EXCELLENCE

Excellence in Scholarship and Creative Work

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MEETING DATES

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Dr. James Mingle
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MEETING DATES

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PART THREE

INVENTORY OF COMMUNITY AND PUBLIC SERVICE ACTIVITIES
INDIANA UNIVERSITY EAST

Regional Campus Excellence
Community Service Committee

Spring 1999

Compiled By
Cathy Ludlum Foos, Joanne Matika
Cheryl Stolle
Initiative title: Lively Arts Series

Goal: Provide cultural offerings to the community and campus at a low or no cost

Priority: Provide a diverse array of entertainment and lectures throughout the academic year to attract community members and enhance the exposure to culture for IU East students

Relation to mission: Community service and enhancement of education experience

Policies & implementation: In Strategic Plan

Awareness & information: Brochure, mailings, ads

Follow through:

Staffing & resources: Operating budget, grants, donations

Dissemination of information: Mailings

Assessment & evaluation: Attendance

Actions to success: Planning and advertising
Initiative title: Speakers Bureau

Goal: To market the expertise of IU East faculty to the community

Priority: Develop a group of faculty and staff who will speak to various community organizations; publish a booklet of these listings and widely distribute to the region

Relation to mission: Sharing professional expertise with the community is an explicitly stated part of the campus mission

Policies & implementation: Campus shares information; constituents initiate requests for speakers

Awareness & information: Brochure, press releases

Follow through:

Staffing & resources: Faculty volunteers

Dissemination of information: Mailings, letters, press releases

Assessment & evaluation:

Actions to success:
**Initiative title:** Math & science fairs for girls

**Goal:** To encourage girls to consider pursuing, and preparing for, a career in math or science

**Priority:**

**Relation to mission:** Campus is committed to increasing educational opportunities for underrepresented groups

**Policies & implementation:** Determined by host groups (Girl Scouts, AAUW)

**Awareness & information:**

**Follow through:**

**Staffing & resources:** Two IU East faculty + students volunteer time; materials provided by host organizations

**Dissemination of information:**

**Assessment & evaluation:** Done by host organizations

**Actions to success:**
<table>
<thead>
<tr>
<th>Initiative title: Whitewater Annual Art Competition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal: Provide live and instant national judging for students of IU East and other campuses, as well as local artists</td>
</tr>
<tr>
<td>Priority:</td>
</tr>
<tr>
<td>Relation to mission: Enhances educational experience and campus visibility in the community</td>
</tr>
<tr>
<td>Policies &amp; implementation: Education through open judging of works by nationally renowned art critics</td>
</tr>
<tr>
<td>Awareness &amp; information: News releases, brochures, radio &amp; television</td>
</tr>
<tr>
<td>Follow through: Art remains on exhibit for 2 months; television programming</td>
</tr>
<tr>
<td>Staffing &amp; resources: IU East faculty coordinator, part-time seasonal staffing, operating funds, private donations</td>
</tr>
<tr>
<td>Dissemination of information: State wide and western Ohio</td>
</tr>
<tr>
<td>Assessment &amp; evaluation: Popularity of event; public and intercampus response; impact on student coursework is assessed</td>
</tr>
<tr>
<td>Actions to success:</td>
</tr>
</tbody>
</table>
Initiative title: EAP (Educational Awareness Project)

Goal: To increase the awareness of the value of education among the middle school population.

Priority: Provide special summer classes in various areas for minority students; provide program for female and minority in sciences.

Relation to mission: Enhances value of education.

Policies & implementation: Part of Strategic Plan.

Awareness & information: Mailing, presentations.

Follow through:

Staffing & resources: IU East faculty, operating budget.

Dissemination of information: To schools & churches.

Assessment & evaluation: Graduation, college attendance.

Actions to success:
Initiative title: SCOPE (Science Career OPPortunities Encouraged)

Goal: To encourage middle school students from groups underrepresented in the sciences to consider and prepare for science as a career.

Priority:

Relation to mission: Campus committed to increasing educational opportunities for underrepresented groups.

Policies & implementation: Determined by advisory committee.

Awareness & information: Recruitment information sent once a year; periodic newsletters throughout the year.

Follow through: Staff maintain contact with participants for mentoring; former participants invited to follow-up events.

Staffing & resources: Two faculty summer salaries paid by campus; supplies & additional support from external grant.

Dissemination of information: To local science teachers, school counselors, principals, & black churches.

Assessment & evaluation: Participant evaluations each year; cumulative questionnaire to be distributed to all.

Actions to success:
Initiative title: Beginning Teacher Mentor Program
Goal: Support 1st & 2nd year teachers—lower attrition rate
Priority: High
Relation to mission: Campus & university committed to community partnerships
Policies & implementation:
Awareness & information: Widely disseminated in service area school corporations
Follow through:
Staffing & resources: Strategic Directions Excellence Grant; staff position permanent line; divisional faculty involvement
Dissemination of information: Informational letters, brochures, newsletter
Assessment & evaluation: Reports to university granting source
Actions to success: To be reviewed & revised at end of grant period
Initiative title: High School Math Contest

Goal:

Priority:

Relation to mission:

Policies & implementation: Determined by NCTM

Awareness & information: Annual, highly visible event; newspaper & radio announcements

Follow through: None

Staffing & resources: Divisional faculty donate time; campus provides lunch, certificates, & awards (incl. IUE scholarship)

Dissemination of information:

Assessment & evaluation: Not done by campus

Actions to success:
Initiative title: High School Speech Contest

Goal:

Priority:

Relation to mission:

Policies & implementation:

Awareness & information: Tournament publicized through the Indiana State High School Forensics Association; invitations sent to all of the high schools in the area; some publicity in the local newspaper.

Follow through: None

Staffing & resources: Faculty donate time; campus purchases trophies for winning schools and ribbons for event winners

Dissemination of information:

Assessment & evaluation: No formal assessment; informally, it is a very popular event on the High School Forensics schedule, with 12 to 18 high schools represented each year.

Actions to success:
Initiative title: Center for Economic Education

Goal: To enhance economic literacy in east central Indiana

Priority:

Relation to mission: Part of the IU East mission is to provide professional service for the improvement of the community

Policies & implementation: Director reports to Advisory Council, Vice-Chancellor for Academic Affairs, and Indiana Council for Economic Education

Awareness & information:

Follow through: In-service workshops and field contacts

Staffing & resources: Campus provides part-time faculty director & clerical support and physical space; financial & programmatic support provided by Indiana Council for Economic Education

Dissemination of information: By way of established network of area schools, businesses, and local ministers

Assessment & evaluation: Evaluation & revision of workshops an on-going process

Actions to success:
**Initiative title:** Service learning courses

**Goal:** To improve student learning of course objectives through active learning which meets a genuine community need.

**Priority:** High

**Relation to mission:** Service learning courses are central to our dual mission of teaching and service.

**Policies & implementation:** Varies by instructor

**Awareness & information:** IU SL course inventory, annual SL celebration, occasional workshops & brown bags

**Follow through:** Varies by instructor

**Staffing & resources:** Limited S through LEAD Center for workshops & books; faculty coordinator, 25% reassigned time

**Dissemination of information:**

**Assessment & evaluation:** Varies by instructor

**Actions to success:**
INDIANA UNIVERSITY KOKOMO

Regional Campus Excellence Community Service Committee

Spring 1999

Compiled By
Lynda Narwold
<table>
<thead>
<tr>
<th>University Contact Person or Department</th>
<th>Community Partner or Collaborating Agency</th>
<th>Project or Activity</th>
<th>Function/Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts &amp; Sciences</strong>&lt;br&gt;Marcia Gillette</td>
<td>Kokomo Engineering Society and local school corporation personnel</td>
<td>Howard County Science Fair</td>
<td>Facilitate science learning by secondary school students</td>
</tr>
<tr>
<td><strong>Arts &amp; Sciences</strong>&lt;br&gt;Marcia Gillette&lt;br&gt;Robin Symonds&lt;br&gt;Nadene Keene</td>
<td>Habitat for Humanity</td>
<td>Ice-Team activity Introductory College Experience (S104)</td>
<td>Freshman preparation for success in college and community</td>
</tr>
<tr>
<td><strong>Arts &amp; Sciences</strong>&lt;br&gt;Robin Symonds</td>
<td>Local schools</td>
<td>Math contest</td>
<td>Hosted regional competition of the Annual Indiana State Mathematics Contest</td>
</tr>
<tr>
<td><strong>Arts &amp; Sciences</strong>&lt;br&gt;Kasem K. Kasem</td>
<td>Kokomo Center Schools</td>
<td>Science Book Committee Judge science fair projects</td>
<td>Select science books appropriate for H.S. curriculum</td>
</tr>
<tr>
<td><strong>Arts &amp; Sciences</strong>&lt;br&gt;Barbara Sehr</td>
<td>American Diabetes Association</td>
<td>New England Bike Ride</td>
<td>Raised over $600.00 as a sponsor and participant for ADA</td>
</tr>
<tr>
<td><strong>Arts &amp; Science</strong>&lt;br&gt;Robert Stikwerda</td>
<td>New Community School, Lafayette</td>
<td>Philosophy for children</td>
<td>Taught a philosophy course for selected 4th, 5th, and 6th graders</td>
</tr>
<tr>
<td>University Contact Person or Department</td>
<td>Community Partner or Collaborating Agency</td>
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</tr>
<tr>
<td>Arts &amp; Sciences Naana Banyewahorne</td>
<td>Carver Community Center</td>
<td>Consultant to instructor</td>
<td>Teach and provide information on African American history, culture, and dance</td>
</tr>
<tr>
<td>Arts &amp; Sciences Nicolas Nelson</td>
<td>Kokomo Symphony and Kokomo Community Concerts Board</td>
<td>Board of Directors</td>
<td>Set policy and assist with funding for organizations</td>
</tr>
<tr>
<td>Arts &amp; Sciences Jon Bolke Christian Chauret</td>
<td>Howard County Sheriff and Kokomo Fire Department</td>
<td>Anthrax Emergency</td>
<td>Develop a procedure to respond to a potential anthrax emergency in Howard County</td>
</tr>
<tr>
<td>Arts &amp; Sciences Raghu Gompa</td>
<td>Carver Community Center</td>
<td>Survey of Calculus students</td>
<td>Tutor minority students</td>
</tr>
<tr>
<td>Arts &amp; Sciences Donna McLean</td>
<td>Kokomo High School</td>
<td>Regional high school forensic competition</td>
<td>Promote forensic skills among high school students</td>
</tr>
<tr>
<td>Business Sita Amba-Rao</td>
<td>Kokomo Police Department</td>
<td>Effectiveness of the KPD in its contemporary role: A community perspective</td>
<td>To survey and examine resident perceptions and satisfaction with the KPD's services and its Neighborhood Directed Policing Program and to recommend and implement action plans</td>
</tr>
<tr>
<td>University Contact Person or Department</td>
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</tr>
</tbody>
</table>
| Business Sita Amba-Rao                  | Kokomo Housing Authority                | 1. A cost-benefit assessment of the family self-sufficiency program  
2. Survey of the KHA resident views  
3. Equipment and furniture inventory | These projects are service-learning projects for junior and senior Management and Administration students |
<p>| Business Sita Amba-Rao                  | Haynes International                     | Cost-benefit analysis of a training program | A practical means of determining ongoing training in various areas |
| Business Sita Amba-Rao                  | Gilead House for Women                   | A proposed substance abuse center with a holistic approach for women needing treatment. | A needed study to determine demand for the center; Internet search for funding sources. |
| Business Sita Amba-Rao                  | Various Not-For-Profit Agencies          | Volunteer community service | 10 hours of service to learn and apply management principles and social responsibility |
| Business &amp; Education Kathy Parkinson Margo Sorgman | Indiana Council on Economic Education IUK Center on Economics Education | | Create inservice workshops, courses, and other opportunities for growth for teachers in the areas of business economics and education |
| Business Richard Vaden                  | Wal-Mart Corporation                     | SIFE (Students in Free Enterprise) | Promote free enterprise experiences |
| Continuing Studies                      | Local Schools                            | Kids' College       | Provides science education for ages 6-12 in the summer |</p>
<table>
<thead>
<tr>
<th>University Contact Person or Department</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Destination: Education</strong>&lt;br&gt;Cyndi Fisher</td>
<td>Kokomo Rotary Club</td>
<td>Computer Closet Project</td>
<td>Obtains, repairs, and provides computers to students of all ages</td>
</tr>
<tr>
<td><strong>Destination: Education</strong>&lt;br&gt;Cyndi Fisher&lt;br&gt;<strong>Early Outreach</strong>&lt;br&gt;Linda Robbins</td>
<td>Mentors, volunteers, tutors, Endowment Campaign volunteers, Kokomo and Howard Co. school district personnel</td>
<td>Destination: Education IUK</td>
<td>Early intervention/scholarship program, 8th-12th grades. 120+ participants.</td>
</tr>
<tr>
<td><strong>Early Outreach</strong>&lt;br&gt;Linda Robbins</td>
<td>Mentors, tutors, school district personnel</td>
<td><strong>21st Century Scholars</strong> Regional Service Site</td>
<td>Seven-county, 1,000 student intervention and tuition assistance program</td>
</tr>
<tr>
<td><strong>21st Century Scholars</strong>&lt;br&gt;Angela Garrett</td>
<td>5 school corps, Chrysler, Delco</td>
<td>Vision</td>
<td>Teachers working on graduate degree visit worksite to get ideas and create new curriculum materials</td>
</tr>
<tr>
<td><strong>Education</strong>&lt;br&gt;Stuart Green</td>
<td>Local Schools</td>
<td><strong>URSI</strong> Undergraduate Research Summer Institute Projects</td>
<td>Projects involve education faculty and students in research projects that involve interaction with and positive impact on schools</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>Kokomo Center Schools</td>
<td><strong>PAIRS</strong> Partnership in Alliance for Instructional Research</td>
<td>Bring together faculty or staff from KCS and IUK to create and test new create and test new curriculum material and ideas or develop joint projects</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>School</td>
<td>Kids on Campus</td>
<td>Enrichment courses for students in grades 1-6</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Education</strong></td>
<td>Local Schools</td>
<td>America Reads</td>
<td>University students provide personal tutoring to youngsters in grades 1 or 2</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>IUK; Kokomo Center Schools; Teachers</td>
<td>Annual Education Workshop</td>
<td>The workshop is in its 15th year at IUK and is jointly sponsored by Pi Lambda Theta, EdSAC, the IUK Alumni Association, the Division of Education, and Kokomo Center Schools</td>
</tr>
<tr>
<td><strong>Gallery</strong></td>
<td>Corporations, foundations</td>
<td>IUK Art Gallery</td>
<td>Bring art exhibitions to IUK and community members</td>
</tr>
<tr>
<td><strong>Human Resources</strong></td>
<td>Community Nominators</td>
<td>Virgil Hunt Service Award</td>
<td>Recognize services to IUK and community</td>
</tr>
<tr>
<td><strong>Library</strong></td>
<td>Local schools and community groups</td>
<td>Board of Directors</td>
<td>Set policy and assist with funding for organization</td>
</tr>
<tr>
<td><strong>Nursing</strong></td>
<td>Kinsey Center Family Intervention Center Kokomo Schools Howard County Jail</td>
<td>BSN students Community Health Teaching project</td>
<td>Provide health promotion activities to various populations.</td>
</tr>
<tr>
<td><strong>Nursing</strong></td>
<td>St. Joseph Hospital &amp; Health Center Howard Community Hospital YMCA</td>
<td>Camp Beeze-The-Wheeze/Kids Kamp</td>
<td>Provide a week long day camp for school-age children with asthma or diabetes to teach self-management skills</td>
</tr>
<tr>
<td>University Contact Person or Department</td>
<td>Community Partner or Collaborating Agency</td>
<td>Project or Activity</td>
<td>Function/Purpose</td>
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</tr>
</tbody>
</table>
| Nursing  
Lynda Narwold                     | Howard and Taylor Chapters of American Red Cross | Board of Directors  
Member, Health and Safety Committee  
Course Instructor | Develop policies and procedure methods of evaluation for Chapter activities. Assist with funding activities. Teach various Red Cross courses to public and nursing students. |
| Nursing  
Lynda Narwold                     | Greentree home care agency                | Consultation       | Assist with developing implementation, and evaluation of ongoing home care agency |
| Nursing  
Lynda Narwold  
Mary Zody                           | Western School Corporation                | Regional AAU Basketball Tournament | Provide medical care for school age children participating in local Basketball tournaments |
| Nursing  
Lynda Narwold  
Mary Zody                           | Howard Community Hospital                | Student Nurse Extern/Intern Programs | Improve transition of nurses from student to professional |
| Nursing  
Mary Zody                           | Kokomo Housing Authority                 | Community Based Nursing Center | Provide health screenings, health education, feedback and referral to physicians, health monitoring, and case management. |
| Nursing  
Dorothy Walker                     | Faith Presbyterian Church                | Parish Nursing      | Health assessments and teaching programs |
| Nursing  
Bridget Whitmore                 | Cancer Society                          | Triple Touch        | Teach breast self exams to various women groups. Since 1996, Bridget and IUUK nursing students have taught 50 programs and 708 women. |
<table>
<thead>
<tr>
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<th>Project or Activity</th>
<th>Function/Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Sue Hendricks</td>
<td>Girl Scouts in Howard County</td>
<td>Teaching activities</td>
<td>Develop workshops for one level of Girl Scouts to shift a college student's learning experience to a community experience</td>
</tr>
<tr>
<td>Nursing Sue Symonds</td>
<td>Western School Corporation&lt;br&gt; Taylor School Corporation&lt;br&gt; All Saints Schools in Logansport</td>
<td>Pediatric clinical rotation</td>
<td>Provide health screenings for children in public and private schools</td>
</tr>
<tr>
<td>Nursing Sue Symonds</td>
<td>Literacy Coalition</td>
<td>Volunteer Tutor</td>
<td>Tutoring students in reading, writing, and basic math</td>
</tr>
<tr>
<td>Nursing Sue Symonds</td>
<td>Family Services</td>
<td>Member of Health Committee</td>
<td>Determine the health education that needs offered within the community</td>
</tr>
<tr>
<td>Nursing Linda Wallace</td>
<td>Literacy Coalition</td>
<td>Tutor</td>
<td>Promote literacy</td>
</tr>
<tr>
<td>Nursing Linda Wallace</td>
<td>American Heart Association</td>
<td>Health teaching</td>
<td>Teach CPR and advanced cardiac life support</td>
</tr>
<tr>
<td>Planning &amp; Inst. Research&lt;br&gt;Timothy Sehr</td>
<td>United Way of Howard County</td>
<td>United Way Drive</td>
<td>Provide charitable gifts to community charities</td>
</tr>
<tr>
<td>University Contact Person or Department</td>
<td>Community Partner or Collaborating Agency</td>
<td>Project or Activity</td>
<td>Function/Purpose</td>
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</tr>
<tr>
<td>Social &amp; Behavior Sciences Allen Maxwell</td>
<td>Kokomo, Taylor, and Eastern High Schools</td>
<td>Fifth District We the People Hearings</td>
<td>Participants study the Declaration of Independence, the Constitution, and the Bill of Rights and &quot;testify&quot; before panels of community leaders.</td>
</tr>
<tr>
<td>SPEA Allen Anderson</td>
<td>Carver Community Center</td>
<td>American Criminal Justice Systems courses</td>
<td>Tutoring minority children</td>
</tr>
<tr>
<td>SPEA Allen Anderson</td>
<td>Schools, small businesses, health delivery centers and community organizations</td>
<td>Service Learning Classes</td>
<td>Courses engage students in community service</td>
</tr>
<tr>
<td>SPEA George Richards</td>
<td>County Criminal Justice System</td>
<td>Crime and Public Policy</td>
<td>10 hours of service in a variety of criminal justice locations</td>
</tr>
<tr>
<td>Speech Colin Black</td>
<td>Elementary schools, Kokomo Community Arts Center</td>
<td>University Theatre Young Audiences productions</td>
<td>Bring live theatre to young children</td>
</tr>
<tr>
<td>Speech Colin Black</td>
<td>Community volunteers</td>
<td>University Theatre</td>
<td>Bring live theatre to the community</td>
</tr>
<tr>
<td>Theatre and Visual Arts</td>
<td>Kokomo Fine Arts Center</td>
<td>Elementary level summer fine arts camp</td>
<td>Promote fine arts among elementary students</td>
</tr>
<tr>
<td>Community Partner or Collaborating Agency</td>
<td>Project or Activity</td>
<td>Function/Purpose</td>
<td></td>
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<tr>
<td>------------------------------------------</td>
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</tr>
<tr>
<td>Local schools</td>
<td>Art Gallery Exhibitions</td>
<td>Exhibited work of 4th graders and high school students (a juried show)</td>
<td></td>
</tr>
</tbody>
</table>

University Contact:
Person or Department: Theatre and Visual Arts
*Comprises faculty and/or staff and/or students
INDIANA UNIVERSITY NORTHWEST

Regional Campus Excellence Community Service Committee

Spring 1999

Compiled By
Deena Nardi, Ernest Smith
Timothy Sutherland
<table>
<thead>
<tr>
<th>Name of Organization</th>
<th>Smith</th>
<th>Vernon</th>
<th>Program Director</th>
<th>Assistant Prof.</th>
<th>IUN Education Div.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALMA</td>
<td></td>
<td></td>
<td></td>
<td>Assistant Prof.</td>
<td>IUN Minority Studies Dept.</td>
</tr>
<tr>
<td>American Assoc. of University Woman</td>
<td>Griskovic</td>
<td>Janice</td>
<td>President</td>
<td>Lecturer</td>
<td>IUN Education Div.</td>
</tr>
<tr>
<td>American Cancer Society</td>
<td>Fiehl</td>
<td>Sandy</td>
<td>Board Member</td>
<td>Visiting Lecturer</td>
<td>IUN Allied Health Div., Hamilton 208, 3400 Broadway</td>
</tr>
<tr>
<td>Atwater Foundation Science Education Program</td>
<td>Singleton</td>
<td>William</td>
<td>Chairman</td>
<td>?Prof.</td>
<td>IUN Business and Economics Div.</td>
</tr>
<tr>
<td>Babe Ruth Baseball Association (Dyer)</td>
<td>Keshmeier</td>
<td>Peter</td>
<td>Board Secretary</td>
<td>Registrar</td>
<td>IUN Registrar's Office</td>
</tr>
<tr>
<td>Bank One - Merrillville Community Advisory Board</td>
<td>Kirkpatrick</td>
<td>Keith</td>
<td>Board Member</td>
<td>Professional</td>
<td>IUN Institute for Innovative Leadership</td>
</tr>
<tr>
<td>Boy Scouts of America</td>
<td>Poulard</td>
<td>Jean</td>
<td>Scout Leader</td>
<td>Associate Prof.</td>
<td>IUN SPEA</td>
</tr>
<tr>
<td>Boy Scouts of America - Porter County</td>
<td>Singleton</td>
<td>William</td>
<td>Asst. Dist. Commissioner</td>
<td>? Prof.</td>
<td>IUN Business and Economics Div., 3400 Broadway</td>
</tr>
<tr>
<td>Calumet Ethnic Heritage Alliance</td>
<td>McNamara</td>
<td>Stephen</td>
<td>Member</td>
<td>Librarian</td>
<td>Calumet Regional Archives, IUN Library</td>
</tr>
<tr>
<td>Calumet Region Archives</td>
<td>McNamara</td>
<td>Stephen</td>
<td>Director/Archivist</td>
<td>Librarian</td>
<td>Calumet Regional Archives, IUN Library, 5th floor, 3400 Broadway</td>
</tr>
<tr>
<td>Channel 56 Public Television (PBS)</td>
<td>Poulard</td>
<td>Jean</td>
<td>Commentator</td>
<td>Associate Prof.</td>
<td>IUN SPEA</td>
</tr>
<tr>
<td>Children's Advocacy Center</td>
<td>Travis</td>
<td>Denise</td>
<td>Student Volunteer Coordinator</td>
<td>Assistant Prof.</td>
<td>IUN Social Work Div.</td>
</tr>
<tr>
<td>Congressional District 1 Congressman Visclosky's Office, Indiana</td>
<td>Visclosky</td>
<td>Peter</td>
<td>Congressman</td>
<td>Congressman</td>
<td>Congressional District 1 Office, Indiana</td>
</tr>
<tr>
<td>Consumer Credit Counseling Service</td>
<td>Keshmeier</td>
<td>Peter</td>
<td>Board Adviser</td>
<td>Registrar</td>
<td>IUN Registrar's Office</td>
</tr>
<tr>
<td>Crisis Center</td>
<td>Lovely</td>
<td>Robert</td>
<td>Board Member</td>
<td>Associate Prof.</td>
<td>IUN Continuing Studies Div.</td>
</tr>
<tr>
<td>Downtown Valparaiso Physical Planning Task Force</td>
<td>Kirkpatrick</td>
<td>Keith</td>
<td>Committee Member</td>
<td>Professional</td>
<td>IUN Institute for Innovative Leadership</td>
</tr>
<tr>
<td>East Chicago Community Health Center</td>
<td>Blincy</td>
<td>Doris</td>
<td>Board of Directors Vice Chair</td>
<td>Prof. Emeritus</td>
<td>IUN Nursing Div.</td>
</tr>
<tr>
<td>Gary Community Health Center</td>
<td>Hug</td>
<td>Richard</td>
<td>Board Member</td>
<td>Associate Prof.</td>
<td>IUN SPEA</td>
</tr>
<tr>
<td>Gary Community Health Center</td>
<td>Nardi</td>
<td>Deena</td>
<td>Board Member</td>
<td>Associate Prof.</td>
<td>IUN Nursing Div.</td>
</tr>
<tr>
<td>Gary Community Schools</td>
<td>Lowery</td>
<td>Daniel</td>
<td>Trainer</td>
<td>Professional</td>
<td>IUN Center for Management Development</td>
</tr>
<tr>
<td>Gary Community Schools - Franklin Elementary School IUN Partnership Program</td>
<td>Jerino</td>
<td>Trish</td>
<td>Principal</td>
<td>Professional</td>
<td>IU Credit Union - Gary Office</td>
</tr>
<tr>
<td>Gary Community Schools - Franklin Elementary School IUN Partnership Program</td>
<td>Olmsted</td>
<td>George</td>
<td>Coordinator</td>
<td>Associate Prof.</td>
<td>IUN Business and Economics Div.</td>
</tr>
<tr>
<td>Gary Community Schools Composite Edge Program</td>
<td>Votaw</td>
<td>Robert</td>
<td>Instructor</td>
<td>Associate Prof.</td>
<td>IUN Academic Resource Center, Indiana University North</td>
</tr>
<tr>
<td>Gary Community Schools Economic Education Presentations</td>
<td>Bhativa</td>
<td>Shyam</td>
<td>Instructor</td>
<td>Prof.</td>
<td>IUN Business and Economics Div.</td>
</tr>
<tr>
<td>Gary Community Schools Health Education Program</td>
<td>Oprisko</td>
<td>Cheryl</td>
<td>Director</td>
<td>IUN Respiratory Care Dept.</td>
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INDIANA UNIVERSITY SOUTH BEND

Regional Campus Excellence
Community Service Committee

Spring 1999

Compiled By

Jacqueline Caul, Barbara Keith
Paul Newcomb, Christine White
Outreach Chapter NCA Report

February 1, 1999

I. COMMUNITY OUTREACH COMMITMENTS

As a regional campus, IUSB has always had a strong commitment to public service. Programs, services and individual commitments by faculty and staff are far reaching throughout the community and beyond. The campus commitments to our community have recently been formalized in the redefinition of our campus mission and priorities. The outreach efforts of the IUSB community support two of the four campus priorities.

**PRIORITY:** Develop and Expand Partnerships with the Community
Strengthen existing partnerships and create new partnerships with schools, business and labor, government agencies, and other external groups.

**PRIORITY:** Enhance the Image of Indiana University South Bend in the Community
Develop a comprehensive strategy for enhancing the image of IUSB and undertake vigorous market research.

Ensure a consistent system for reporting to the public on IUSB's success in fulfilling its missions.

As part of the campus strategic planning process, the Campus Directions Committee hosted several community “listening sessions” which were conducted during Spring, 1997. The information gathered in these sessions helped to shape IUSB’s commitments to our community. These commitments have been used as a guide for the IUSB self-study on outreach and public service.

**Commitments to the Community**

- Develop a workforce which possesses an educational foundation that enables continued growth intellectually and professionally.
- Provide graduates with an education relevant to the cultural, economic, and political life of the greater community.
- Provide life-long learning opportunities for professional development and personal enrichment.
- Be a committed partner in the community through programs and service.
- Enhance the economic growth of the region through business, labor, government, and civic partnerships.
- Promote a climate of inquiry which expands the intellectual resources of the community.

Source: Campus Directions Report
II. ECONOMIC IMPACT

A study of IUSB’s impact on the South Bend-Elkhart area documented a $50.9 million contribution to the area’s economy. The report also noted that this stream of income resulted in the creation of 1,478 new jobs. Those jobs were noted as being in addition to the employment IUSB provides as St. Joseph County’s seventh-largest employer.

Chancellor Kenneth L. Perrin commissioned the report as a means of giving empirical shape to the economic contribution this regional campus makes to the community, in addition to the contribution it makes as an educational institution and a community partner.

Some 7,000 copies of the report were printed and distributed to members of area chambers of commerce, economic development organizations and the Indiana General Assembly as a means of generating discussion about the University’s contribution to the area’s quality of life.

Source: Economic Impact Report, Fall 1998 (Peck and Joray)

III. CONTINUING EDUCATION OUTREACH

The mission of the Division of Continuing Education is to provide quality continuing education for the IUSB region in accordance with the strategic directions of the university. Over the past ten years the division experienced growth in the number of programs/services offered, individuals served and community partnerships. This is the result of an on-going planning process which is guided by the vision and commitments of the division.

Programs and Services

Each year the division offers over 600 public enrollment courses and workshops. Most programs carry continuing education units that apply to one of fifteen certificate programs or prepare individuals for state or national examinations (for professional certification or licence renewal). Curricula for CE certificates include required and elective courses designed with the guidance of faculty and community advisory committees.

Over 300 associate faculty teach in the division. Although some C.E. instructors are full-time IUSB faculty, the majority are hired from the community for their special expertise.

Source: Catalogs listing all public programs and faculty

Programs leading to Careers in Education
The Montessori Certificate in Early Childhood Education is a program offered in cooperation with the Montessori Academy at Edison Lakes and affiliated with the American Montessori Society. Courses hold accreditation through the Montessori Accreditation Council for Teacher Education. Current accreditation will be renewed in 2002. Students can earn up to 14 credit hours awarded by the division of Education for successful completion of this certificate. It is the only program of its kind in the State of Indiana.

Other certificate programs include the Early Childhood Certificate, a program for preschool care givers and teachers and the Administrator’s Certificate for directors and owners of early childhood programs. The initial development of these programs was funded in part by a state grant administered through the Step Ahead Council of St. Joseph County.

Source: Program information and Montessori self-study.

Programs leading to Careers in Health Care

Three certificates, Administrative Medical Assistant, Pharmacy Technician (offered in cooperation with Memorial Hospital), and Optometric Technician (offered in cooperation with the South Bend Clinic and SurgiCenter) are all recent additions to the program. Each spring two courses are offered in cooperation with Dental Education to prepare hygienists and/or assistants to perform advanced functions.

Programs leading to Careers in Business and the Professions

Certificates that focus on special areas in business operations include: Administrative Specialist; Accounting; Supervisory Management; Human Resources; Purchasing Management; Paralegal Studies (students can earn up to 21 credit hours through General Studies); Production and Inventory Control; and Quality Management.

Two personal computer laboratories are dedicated to continuing education programs. One lab is used for those who want to use the computer for business applications, and the second lab is dedicated to teaching programming in such languages as Visual BASIC, Java and C++. Continuing Education also provides computer training for IUSB faculty staff on behalf of the Office of Information Technologies.

Other Programs

Although the majority of courses offered by the division focus on career development, other programs reflect the broader educational mission of the university. Each semester several college prep, personal enrichment, language, healing and wellness (offered in partnership with the Healing Arts Center, an affiliate of Ancilla Health Care), test preparation (i.e. GRE, GMAT, SAT, Real Estate) and youth enrichment programs (featuring IUSB faculty from a variety of disciplines) are attended by people of all ages. Although this is not an exhaustive
The South Bend Japanese School, an accredited institution providing elementary and secondary students with courses in math and Japanese, has partnered with CE. Continuing Education provides instructors (IUSB graduate students who are Japanese natives) for this intensive K-12 weekend school. Native Japanese youth currently living in the region attend classes with the intent of returning to Japan.

Source: Program Reports

IV. OFF-CAMPUS PROGRAMS AND DISTANCE EDUCATION

IUSB Elkhart Center

IUSB began offering courses in Elkhart in 1977. At that time all classes were held in the evening at a local high school and there was no full-time staff. The number of classes held continued to grow and by 1982 over 100 credit courses were offered in Elkhart. In 1985, four full degree programs were approved for Elkhart. In 1986, a separate site was designated for the IUSB/Elkhart Center. In 1990, the Center moved to a new facility and began a day program to add to the already expanded list of evening courses. By 1995, the site offered 2-way interactive television distance learning technology and a fully-equipped computer lab to offer a larger range of courses and provide more services to Elkhart students. At the time the Center moved to its present site in 1996, the number of student enrollments had stabilized at over 1,000 per semester.

IUSB Elkhart Center first introduced Distance Technology as part of its learning environment in 1995. Since then the site has used the specially equipped classroom (2 way interactive television) to both send and receive courses in several departments. It has helped local students gain access to courses offered from originating sites throughout the state. Because use of distance technology can make it possible to accommodate very small class sizes, students were able to enroll and attend these courses without the threat of low-enrollment cancellations. The feature was especially beneficial for courses which originated on the South Bend campus with Elkhart designated as the receive site. Whole courses could now be designed with two groups of IUSB students at different sites receiving the same class in real time. IUSB Off-Campus Programs established a small instructor stipend for faculty who had never taught 2-way interactive courses, to encourage the design and use of such media.

In the fall of 1996, Off-Campus Programs in Elkhart received a grant to offer a degree-completion program, based on the General Studies Degree curriculum. A component of this
plan was the use of the 2-way interactive television technology to conduct a single class at two locations. Brochures promoted this aspect of the program as a benefit to students who would not need to commute a half hour to the South Bend campus.

Source: Report on IUSB Elkhart Center

Plymouth Program

Classes were offered in Plymouth for the first time in the fall of 1994. A small office space was rented to provide a local address, telephone and a site for part-time staff to support student services. The office is open from 4:00 p.m. - 6:30 p.m. Monday through Thursday during the fall and spring semesters. During the summer months, office hours are expanded to twenty hours per week. This helps local students prepare for the start of the fall semester.

Recently, computer access to the Indiana University student records base allowed local staff to register students in Plymouth. Also, workers at the Elkhart Off-Campus office are familiar with Plymouth operations and program offerings, so students calling the 800-number can be served over the phone during the day.

Each semester, approximately ten IUSB evening courses are held at the Plymouth High School. A three-year plan is projected with a goal of offering a full range of freshman general education courses during the period. IUSB produces this plan in cooperation with a local private two-year college which also holds evening classes at the high school. By not duplicating class offerings, enrollments stay strong enough keep the courses from being canceled due to low numbers. This decision was made in order to better serve local students. An articulation agreement was signed in 1996 to guarantee that these courses would transfer from school to school.

The Plymouth office is stocked with campus materials such as bulletins, class schedules and financial aid forms. Staff trained to answer questions about course offerings, admission procedures, test dates, campus activities and events. Staff can also give specific directions to students about whom to go to on the IUSB main campus to discuss problems or departmental procedures.

Distance Education

Distance technology enhances several important community outreach initiatives including connections to area school districts, provides opportunities for members of the community to access graduate programs and professional conferences, and is a valuable resource to the community in today’s world market.

As participants in Ameritec’s Athena Project, IUSB has two-way, audio/video, connections to local high schools including: Michigan City High School, Marquette Catholic High School,

Athena programs have included, for example, professional development seminars for secondary teachers and well as programming for students presented by International Programs, the Office of Admissions, the Office of Financial Aid, the honors program and Purdue School of Technology. We also use the network to make the "IUSB Experts Network" available to Athena high schools. All Athena school in the area have received IUSB's "Precollegiate Resource Directory" detailing presentations faculty are interested in sharing with the community. Foreign Languages, for example, offers such presentations as "Foreign Language in the 21st Century," "Preparing to Learn Languages in College," and "German (Spanish, French) Culture and Literature." Physics offers titles such as "Paranormal Phenomena and Belief Systems," "Space Astronomy," and "Musical Acoustics." In addition to the many suggested presentations for high school faculty to choose from, the directory includes a brief description of all faculty including their areas of speciality and additional areas of interest. Teachers who need "an expert" on a particular topic being covered in class may call the IUSB staff member assigned to this project to request a classroom-to-professor interactive session on the topic of their choice.

A second two-way, audio/video, interactive network connecting IUSB to all IU campuses allows us to respond to community graduate education needs in such areas as nursing, library science and education. Community professionals can also access a wide range of professional conferences through satellite connections.

IUSB distance equipment is an important resource for the community as it seeks to expand its world view. IUSB hosted three events, for example, connecting Elkhart to its sister city, Burton-Upon-Trent in England. During the first two meetings, the mayors and other officials of the two cities met via the IU two-way interactive system to talk about the sister city relationship. The third meeting, held in IUSB's Elkhart Center computer laboratory, used the internet to connect the two cities while they launched their shared website.
Partnerships

In the fall of 1996, IUSB Off-Campus Programs joined in an alliance with three other state institutions of higher learning to provide a central location for each of them to bring services to Elkhart students. The Lifetime Learning Center in Elkhart was established as an information and referral resource to link students to these services. Funds were also made available through this agreement to develop new post-secondary educational and training programs as defined by needs assessments conducted within the county.

IUSB has signed articulation agreements with several area colleges to guarantee transfer of credits for designated courses. These agreements are regularly reviewed and updated as course descriptions and options change. Colleges with whom articulation agreements are in place include:

Ancilla College
Donaldson IN

Davenport College
Granger IN

Indiana Vocational Technical College North Central
South Bend IN

Southwestern Michigan College
Dowagiac, MI

Source: Promotional pieces, enrollment reports and articulation agreements

V. BUILDING A COMMUNITY ARTS PROGRAM

IUSB’s commitment to community outreach, enjoyment, and enrichment is strongly reflected in the Division of the Arts of Indiana University South Bend. The Division of the Arts is one of the most visible and available resources for community interaction/outreach on the campus.

In addition to the events open to public audiences many of the artists who grace the stages, galleries, recital halls and lecterns of the Division of the Arts come both from the classroom’s of IUSB and the region. This unique relationship with the Michiana community makes many areas of the Division’s performance/exhibition offerings viable because of the range of talents needed to present them.

With approximately 100 events annually including Music, Theatre, Fine Arts (which includes
Art History; Studio Concentrations in Drawing, Electronic Media, Graphic Design, Painting, Printmaking, Photography and Sculpture), Speech Communications and Mass Communications, the Division of the Arts entertains, enlightens and enriches the Michiana Region. Additionally, the Division facilities and staff host approximately 70 non-Arts activities annually.

Events are formally presented both on the IUSB Campus and at the Elkhart Museum of Art and in venues throughout the region.

The Faculty of the Division of the Arts also share their talents regionally presenting workshops, sharing expertise and serving on boards of regional and national arts institutions.

Source: Program Reports

Music

Led by an internationally and nationally recognized artist/faculty the Music area also hosts internationally and nationally known artists such as the Cavani String Quartet, Conductor Newton Wayland, John Wustman, Ralph Votapek (annually with Quartet member and daughter Katherine Berofsky), Nathan Gunn, et.al.

Ensembles and Organizations of the Music Area

The Chester String Quartet. In addition to the Quartets’ extensive performance calendar on campus, nationally and internationally, each member of the Quartet presents an individual recital each academic year.

The Toradze Piano Studio. In addition to the internationally acclaimed Alexander Toradze, the members of the piano studio have won both nationally and internationally recognized prizes and present numerous recitals each year.

Electronic Music. Solo and in joint concerts with his students, David Barton heads the electronic music program. His ensemble, Plato and the Western Tradition involves community members as well.

IUSB Student Recitals.

Student Composition Recital

The IUSB Youth Symphony and the IUSB Boy’s & Young Men’s Choir are major cooperative efforts between IUSB and the South Bend Community School Corporation.

*The following ensembles allow the general public to audition and if chosen, to participate:
The I.U.S.B. Philharmonic comprised of I.U.S.B. students and regional artists presents concerts annually.

The IUSB. Symphonic Choir comprised of I.U.S.B. students and regional artists presents concerts annually.

The I.U.S.B. Jazz Ensemble comprised of I.U.S.B. students and regional artists presents at least two concerts annually.

Michiana Composers

The Southhold Wind Band comprised of I.U.S.B. students and regional artists presents concerts annually.

Theatre

The Theatre Area of the Division of the Arts serves the Michiana community through its integrated academic and production programs. To enrich our students, the institution and the Michiana community, the Theatre consistently produces five productions in over forty performances per year. Current attendance at these productions is approximately 28,000 annually. In order to reach the broadest possible audience, the productions reflect various historical periods and classical eras and includes a strong emphasis on the contemporary theatre. The children’s show, produced annually for thirty-five years, now plays to over 13,000 children per year. Led by a nationally and internationally recognized artist/faculty, the academic and production programs include numerous guest artists. Community members are given the opportunity to observe the work of the guest artists and are encouraged to audition for all productions.

The Theatre Area has established long-term partnerships with two Michiana organizations. The Kappa Kappa Kappa Sorority helps produce the annual children’s production in which funds are raised to provide scholarship monies for Theatre students. The Broadway Theatre League Scholarship was established to provide funds for an incoming theatre student selected from the Michiana area.

The Theatre faculty recognizes the support of the Michiana community and is committed to community outreach activities. The faculty provides production assistance and advice to area high schools, colleges and community groups. They present numerous workshops to area high school and community theatre groups. This outreach has expanded to include two Theatre Day offerings per year, where high school students spend a day at IUSB participating in various workshops in theatre. Workshops have also been presented for middle school-aged children in the “Mini-University” program and for the Very Special Arts organization which serves physically and/or mentally challenged children.
Faculty members continue to work in the professional venue throughout the United States and abroad. But they also provide their professional expertise as panelists for regional and state high school Thespian events and as adjudicators for the Kennedy Center's American College Theatre Festival. Recently we have increased our community outreach to include post-show discussions after a performance of every production where audience members are invited to talk with various participants and guest responders.

Theatre students are also involved in outreach activities. The Player's Guild, the Theatre student organization, participates in Theatre Day activities and annually presents productions to the Michiana community. Recent Player's Guild productions have featured original work written by IUSB students and writers from the community. The Player's Guild also participated in IUSB Fest, an event which strengthens ties between the institution and the community. Their booth won an award for one of the best booths at the Fest. This fall we have increased our student outreach program to include a traveling production of A CHRISTMAS CAROL, acted and directed by students, which we are taking into the community. Theatre students are involved in area community and summer theatre productions throughout the area as well as across the nation. The majority of our students are from the Michiana area and upon graduation many gain employment in the extended community and throughout the state of Indiana.

A recent list of productions is included in source materials.

**Fine Arts** (Art History; Studio Concentrations in Drawing, Electronic Media, Graphic Design, Painting, Printmaking, Photography and Sculpture)

IUSB's Fine Arts program has long been considered the leading school of realist or traditional art forms in the state of Indiana in the areas of painting and sculpture. The Faculty of the Fine Arts area include prize-winning artists in many regional and national competitions as well as scholars who publish in national and international publications. With the recent addition of degree specializations in computer assisted art and photography, as well as courses in ceramics and jewelry, the Fine Arts program has significantly and consistently grown in student enrollment since its entry into the Division of the Arts.

The Fine Arts program actively promotes the visual arts in the greater MidWest and Michiana region. The printmaking program is the original home of the Mid-America Print council, a fourteen state organization devoted to educating people about printmaking forms and promoting print art. The Slide Library, which houses the largest collection of arts-related images open to the general public in Northern Indiana, serves the educational needs of area high schools, smaller colleges, and civic groups.

The Fine Arts has entered into partnerships with the local business community and IUSB alumni in order to recognize student artistic and scholastic excellence. Last year, $1,500 in
awards, including three scholarships, were presented to our students. Independent judges from the regional arts community select the award recipients in our annual Student Exhibit.

The Fine Arts faculty also reinforce the mission of the program through their individual efforts outside the classroom. Members promote local arts agencies and various organizations by donating their work for charity auctions or exhibitions. They often demonstrate studio techniques or speak about the areas of their expertise at local schools, for audiences ranging from elementary through high school levels. They also participate as judges at local art shows for various organizations, schools, scholastic arts shows, and the Michiana Arts Council.

The Students of the Fine Arts program themselves become ambassadors for the arts. Visiting artists from abroad enrich the program by exposing students, colleagues and the community to new ideas and art forms. In turn, students participate in group, competitive, and invitational shows throughout the region. Many alumni remain active in the arts community after their matriculation whether that be as practicing artists, exhibitors, volunteers or audience.

Fine Arts Exhibit Program

The Gallery contributes significantly to the program’s goals of education, artistic and cultural enrichment, community outreach and diversity. The Division hosts seven exhibitions annually, showcasing the work of international and regional guests, alumni, IUSB faculty and students. Approximately 3,000 people attend the various shows annually, drawn through mailings of the Events Calendar, direct mail invitations and advertisements and reviews in campus and community publications. While most of our exhibits are housed in the IUSB administration building, allowing the campus visitor easy access to quality work, some shows are presented at off-campus locations, including private homes, public libraries and community cultural centers. Each year, forty to fifty percent of exhibiting artists are women; guests artist have represented the Hispanic, African, Asian and Eastern European communities.

Education Through Exhibits

Exhibits of a wide range of art broaden the discussion about art and its role in life, culture and society providing an educational experience benefitting the campus and Michiana community. Opening receptions and Gallery talks allow visitors to meet the artist or artists, ask questions and learn about more about the how and why of making art. Gallery talks, often given by the exhibiting artist, are popular and frequently sold out events. For faculty, or other collective showings, area museum directors and curators provide informed perspectives about the exhibits.

Students have the opportunity to participate in exhibit preparation, design and installation, which prepares them for the required BFA solo exhibit and future professional presentations of their artwork. Student participation in the exhibit program reinforces classroom
information received in the studios, art history and business and professional practices courses.

*International and Cultural Diversity*

Gender equity, cultural and ethnic diversity contributes to understanding that art is as diverse as the people who make it, and artists are in many ways as similar as we all are to each other.

Women artists make - up 40% to 50% all exhibiting artists in any given year. Regional guest artists include those from the Hispanic, African, Asian and Euro-American communities. In the last seven years, International artists from China, Korea, Uganda, England, Korea, Russia, Poland, Hungary, Mexico and Lithuania contribute to the understanding, appreciation of the richness of diversity. Their art, lectures and presence in the studios broaden the understanding of art and the common issues of humanity that transcend national and cultural boundaries.

*Speech Communications*

A fine faculty leads the areas of Speech Communications and Mass Communications. Speech and Mass Communication at IUSB teaches with a strong real world application philosophy. State of the art technology is integrated in all of the courses. The basic S121, Public Speaking, course is taught in PowerPoint lectures. Students begin using the same presentation software in their own speeches beginning in the 200 level courses. Students are also encouraged to pursue student research on communication topics.

SPEECH NIGHT has been a semester tradition at IUSB since 1982. Each section of S121, Public Speaking selects the best persuasive speech to represent the class. Three Preliminary Rounds are held. Two students from each Preliminary Round advance to Speech Night. During the 1998-99 academic year, Chancellor Kenneth Perrin presented certificates to all of the students who participated. Dean Robert Demaree sponsored cash awards for the 1st, 2nd, and 3rd places. All four days of the presentations have excellent attendance from the student body and community.

IUSB holds a FORUM each semester that addresses a communication topic. This forum is open to all IUSB students, faculty, staff and the community. As an example, in the Fall of 1997 the topic was *The Generic He in Conversation*. The Forum was a video-conference with two professors, Robert Hopper and Jeffrey Stringer, from the University of Texas Austin. Lisa Barley, Charlotte Pfeifer and Jeff Sutter from IUSB responded to the presentation. The format of the program allowed the students to become involved with the topic but also to be part of a live video-conference. There was a large audience and the program received much positive feedback.

Speech Communication students serve IUSB and the community in a variety of speaking situations. During 1997-98, for example, Speech Communication students have been featured
in IUSB promotional radio spots, have spoken in a local United Nations presentation, worked at the South Bend Ethnic Festival, were moderators for the Indiana Commission on Gambling Forum held at IUSB in September, and were masters of ceremonies for the IUSB Fest.

Speech faculty at IUSB serve the community through such activities as presenting at K-12 career days and judging local speaking contests. As an example of this activity on May 3, 1998 four faculty members judged the Optimist Northern Indiana Oratorical Competition in Elkhart.

Mass Communications

Journalism and telecommunications career tracks in Mass Communications are designed to provide a pool of professional talent for traditional and emerging broadcasting technologies in the Michiana region. Mass Communications faculty also coordinate program development and teach courses in new media including digital video, digital audio, instructional and multimedia design, and multimedia tools for the new Interdisciplinary B.F.A. in Electronic Media.

The Mass Communications internship program is another vehicle for community outreach. Interns can earn up to 3 hours of classroom credit by serving at local television, radio, print and Internet journalism and telecommunications facilities such as WSBT, WNDU, WMAQ, WSBN, FOX and Irish Eyes (irisheyes.com).

Mass Communications faculty have also exhibited documentary film and video art at regional and national levels. On a regional basis, video art has been incorporated into the Gallery Series of the Fine Arts.

The Mass Communications area is in the process of expanding faculty which should permit additional community outreach projects in future.

Community Advisory Committee

MISSING

Source: All Division of the Arts attendance information and Programs from individual events are archived in NS 017A. A selection of Programs and a distillation of attendance figures is provided.

VI. SCHURZ LIBRARY
The Schurz Library and the Learning Resource Center are open to the general public. All Indiana residents and those in southwest Michigan can obtain free borrower's cards. High school teachers are encouraged to bring their students working on research papers. These students receive borrower's cards.

The Library has published a newsletter two-three times a year since 1988 and it is distributed to all IUSB faculty and staff and to the Friends of the Library. In 1997-98, the library sponsored two lectures featuring new special collections were (the German POW collection and a collection on the history and sociology of quilting). These were advertised to the general public and were well attended.

To celebrate the 10th Anniversary of the Schurz Library building and the 100th anniversary of Franklin D. Schurz, the Chancellor declared 1998-99, *The Year of the Library*. A year long series of events was planned around the theme "Treasuring the Past, Exploring the Future". Some highlights include a lecture by Paul Gehl from the Newberry Library speaking on Renaissance school books, a joint reception with the IU Press, and a lecture by John Perry Barlow, co-founder of the electronic Frontier Foundation.

Source: Schedule of Events for the Year of the Library

*Community Advisory Committee*

The *Friends of the Library* is a community advisory group that is essential to the fundraising efforts of the library. Each year the *Friends* sponsor a book sale and receptions that follow each Schurz Library special event.
VII. ACADEMIC RESOURCES AND PUBLIC SERVICE: MEETING COMMUNITY NEEDS

Community Involvement and Public Service by Individual Faculty and Staff

As a regional campus of a state-supported institution, it is central to the IUSB mission to have individuals actively involved in public, professional and institutional service. The community activities by individual are far too numerous to list in this chapter. Service ranges from membership on community boards, participation in service activities such as Habitat for Humanity, tutoring, serving as elected government officials, adjudicating regional and national competitions, presenting in public forums, working with area business, labor, government, public schools and health care institutions, contributing to area exhibits and performances, just to name a few. It is evident that IUSB faculty and staff are integral to the social fabric of our community. Their service enriches the place in which we live, work and learn.

Source: Individual annual reports

The Arts

(See Section V.)

Business and Economics

The Division of Business and Economics maintains four main community based organizations and has several advisory groups.

Bureau of Business and Economic Research (BBER)

BBER is a formally established organization that is attached to the Division whose purpose provide area businesses economic information, conduct community research, and present economic forecasts.

Business and Economic Research publishes, Michiana Business Trends, a monthly publication which provides analysis of the local regional economy and is read by 1200 persons. Faculty in the Division put on quarterly economic briefings. These briefings have a large following in the local community and are now offered in more remote parts of the IUSB market such as Warsaw and Plymouth.

Internship Program

The Division’s internship program provides learning opportunities for students by placing them in a working environment among our local profit and non-profit organizations.

Entrepreneurship Program
This program provides student consulting opportunities in the small business sector of the local economy, develops entrepreneurship symposia, and relationships with organizations such as the Small Business Administration and SCORE.

Economics Education Center

The Economics Education Center is a summer institute for elementary and secondary teachers who are exposed to micro and macro economic theory in special summer classes.

Community Advisory Boards

The Business and Economic Advisory Board membership reflects a cross section of 31 persons covering both profit and non-profit organizations among the five surrounding counties.

Two student advisory boards, (an Undergraduate Advisory board and a Graduate Advisory Board.) Membership represents the various disciplines.

The Economics Education Center Advisory Board provides direction and policy determination for the center.


These advisory groups have been influential assisting in curriculum modification processes, helping in employee/employer assessment, fund raising, and providing support in the acquisition of internal resources.

Source: Division Annual Report

Education

Partnership with the South Bend School Corporation

Three Education Indiana Preservice grants provide funding for a collaboration between IUUSB Division of Education and the South Bend Community Schools Corporation. Three distinct programs are funded by the Educare Indiana Preservice subgrant: The centers for Instruction and Assessment in Reading (CIAR), Preservice Assistant-Teachers in Residence (PAIR), and Secondary Collaborative Preservice Education (SCOPE).

The CIAR project is a reading tutorial program for SBCSC students who are experiencing
reading difficulties. This project provides preservice teacher education interns with supervised school-based experience in individual assessment and instruction in reading and, reciprocally, provides opportunities for teacher practitioners to receive professional development through their participation in the internship program and other supporting activities. Since the inception of this initiative in 1996, more than 200 IUSB preservice teachers have provided more than 3000 hours of individualized assessment and instruction to SBCSC students.

The PAIR project is guided by two goals: 1) to provide improved instructional program for children through collaborative inquiry into teaching and learning and 2) to provide a professional field-based environment for the education of preservice elementary teacher. In 1998-99 200 preservice teachers will work directly in classrooms with mentor teachers.

The SCoPE project links SBCSC middle and high school teachers with IUSB secondary preservice faculty. This group has worked on designing secondary preservice field experiences, focused efforts on developing an understanding of the ten (10) INTASC principles, and initiated preliminary concepts for revising/modifying the IUSB secondary preservice program.

**Hamilton Alternative High School Project (Marcia Sheridan, Principal Investigator)**

In the area of public secondary education, The Hamilton Learning Center/IUSB Partnership is an Indiana University Strategic Directions funded project. The purpose of this project is to increase outreach and/or enhance the mission of each IU campus. This partnership (funded at a level of approximately $160,000) was specifically established to develop a middle/secondary school for at-risk urban youth in the city of South Bend. IUSB faculty have contributed to this project by implementing specialized reading programs, developing technology centers, offering classroom instruction in art, and by providing general administrative direction for the principal and staff of the Hamilton Alternative School.

**America Reads Challenge (Karen Clark and Rhonda Myers, Coordinators)**

The America Reads Challenge enables IUSB students who qualify for the Federal Work-Study Program to participate in improving the reading skills of preschool and elementary school children. The Division of Education provides a mandatory orientation and training session where eligible tutors are introduced to various community agencies who require their services and where they develop the necessary skills and resources to be successful.

**Early Childhood Conference (Susan Cress, Division Coordinator)**
The annual Early Childhood Conference at IUSB attracts 600-750 early childhood educators each spring. The conference has a tremendous potential for ongoing professional development for early childhood teachers, administrators, and support personnel. This conference is co-sponsored by the Division of Continuing Education and area early childhood organizations.

Counseling and Human Services Program (Vincent Peterson, Program Director)

A significant community-based feature of the CHS Program is the Annual Networking Session which is planned and presented by third year counseling students. This session provides a chance for all CHS students to meet potential employers.

An additional highlight of the CHS Program is the Annual Counseling Conference, which is also planned and presented by third year students.

Graduate Educational Leadership Program (Max Bailey, Program Director)

The School Leadership Program was supported by a grant from Lilly Endowment, Inc. A group of local school administrators worked with IUSB faculty to design a program that more closely fit the needs of the local school corporations. The program now an active group of local administrators who serve as planners and advisors for the program.

Center for Global Education (John McEneaney, Director)

In the spring term of 1996, a Division faculty member spent a semester at Ryazan State Pedagogical University (RSPU) conducting research and developing a proposal for a joint IUSB/RSPU global education initiative and other collaborative research and development projects.

One result of this initiative was a funded proposal for a Fulbright Scholar-in-Residence grant to IUSB. This allowed a faculty member at RSPU to come to IUSB for the 1997-98 academic year in order to teach courses and assist us with the future development of global issues.

A second result of the initiative was the creation, of the IUSB Center for Global Education (CGE) as an autonomous unit within the Division of Education (August 1998). The CGE was established with funding from both the Division of Education and the Office of the Chancellor at IUSB in order to promote global perspectives in education and across the curriculum.

Advisory Committees

Many Community-based committees offer advise for the various programs, services and
initiatives sponsored by the Division. (see above)

Source: Division Annual Reports

General Studies

General Studies Alumni Advisory Group

The General Studies Alumni Association sponsors an annual lecture series entitled, *Crucial Issues for Our Times* for the university and general community. This group also contributes to a newsletter that is published each semester.

Source: List of Advisory Board members, newsletters, program announcements

Labor Studies

The DLS-IUSB *Michael J. Lawrence Labor in the Schools* program, and its Michiana Labor Speakers Bureau, provides free speakers and materials on labor issues to K-12 teachers in public and private schools throughout our service region. The direct costs of a part-time coordinator and clerical support are funded by donations from individuals and labor organizations. The programs are well regarded by K-12 social studies teachers interested in labor studies perspective on historical, economic, and political, and social issues. Several hundred students and numerous teachers are impacted annually. Both groups become more aware of workplace issues, problems, rights, and responsibilities, as well as the relationship of organized labor to the larger society.

The DLS system-wide Occupational Safety and Health (OSH) Resource Center housed at IUSB provides free information and referrals to workers regarding a broad range of workplace health and safety issues. Indiana workers can call a toll free hotline for assistance. As part of its mission, the OSH Resource Center develops educational programs which are integrated into the credit and non-credit curriculums.

Community Advisory Committees

DLS-IUSB has three very active community based advisory committees. The LaPorte,
Michiana, and Warsaw Area Labor Education Advisory Committees are central to program planning, promotion, implementation, and evaluation for the geographic region they represent in our service area. One or more labor studies faculty or professional staff meet with an advisory committee every month. These committees enable the community to communicate its labor education needs and interests to the IUSB-DLS. They also serve to give IUSB entree to a generally under served community.

Source: Labor Studies Annual Reports

Liberal Arts and Sciences

The Advance College Project serves self-selected high schools by offering college-level courses taught by the regular high school teachers, who are especially trained by the program and visited once each semester by designated divisional faculty. For Fall 1998, 16 schools were participating in the project. During the 1997-98 academic year there were 358 students enrolled in ACP courses.

The English Department’s Writer’s Workshop includes a session designed for high school students, who have been selected by their own schools to participate in the weekend’s activities as guests.

Two departments (History and Mathematics) regularly sponsor a day on campus that involves also a competition in the subject area for high school students. The Science Day program that attracted about 300 middle school students for the first session in Fall 1998, involved faculty in the five science departments.

The Math department sponsors a Summer Math Institute for high school teachers as well as an annual “Teachers Teaching with Technology” conference and a project based on interdisciplinary mathematics course that provides direct contact between campus and seven organizations in the region as well as working relationships for students at these organizations.

Community Advisory Groups

The advisory board for Mathematics in Action consists of representatives of the seven industrial and social organizations who work with our students and supply projects incorporated in the teaching and learning the course. The organizations are Ashley F. Ward, Inc., The South Bend Tribune, Teachers Credit Union, North Village Mall, South Bend Community School Corporation, Penn Harris Madison School Corporation, and The American Diabetic Association.

Several faculty make their professional expertise available to community groups (e.g. historical societies, libraries, the South Bend Civic Theatre, mental health organizations and
professional societies) both on long-term involvements as well as in response to one-time invitations. These Community Advisory Groups are numerous and varied.

Source: Division Annual Reports

Nursing and Health Profession

The School of Nursing co-sponsors several community events each year. These include co-sponsorship with the Northern Indiana Nursing Research Consortium (program offered each fall) and co-sponsorship with St. Joseph’s Regional Medical Center the Diversity Health Care Forum offered during 1998/99.

With CONNECT the school brings senior nursing students into community schools for a service learning project. The School routinely participates in health fairs in the community, upon request visits churches to give lectures on wellness, and is developing strong relationships with Memorial Hospital to bring additional education to their staff nurses through summer electives for credit.

Dental Partnership With Chapin Street Clinic

St. Joseph’s Regional Medical Center operates the Chapin Street Clinic which provides health care to low-income residents of Michiana. More than 150 of the clinic’s patients have been treated at IUSB since the partnership’s inception in 1995. The dental partnership offers affordable dental care ($10 per visit).

In 1998 Indiana University South Bend’s Dental Hygiene Program received a two-year grant to fund expansion of its partnership with the Chapin Street Clinic. The grant, provided by St. Joseph’s Care Foundation, covers costs for dental equipment, supplies, an emergency fund and a part-time program coordinator.

Community Advisory Boards

The IUSB School of Nursing and the Division of Dental Education are served by advisory boards comprised of professional practitioners in those respective fields. These boards help shape the program by providing input on local health needs. The Dental Education division relies on its board for input on current practices, assistance in student recruiting and evaluation of equipment.

The Nursing advisory board provides community contacts that have influenced the expansion of partnerships between IUSB and area health care providers.
Public and Environmental Affairs (SPEA)

Both SPEA faculty and students are very active in community outreach. The three service/research units (CAIRS, IACR, and JCSPHM) all have external constituencies and are designed to work with various community agencies and organizations.

SPEA manages the largest and best developed internship/practicum program on campus. Each semester SPEA organizes between 30 and 40 internships for students in various agencies and organizations. This program is available to both graduate and undergraduate students. In addition to a learning experience for students, this program has a major impact on the way many public and non-profit organizations function. Individual faculty are also involved in outreach efforts. Virtually all faculty are active in one or more local or state community organizations. Participation ranges from serving as a consultant to local government agencies, to being elected to the School Board of Trustees. SPEA has considerable presence in the community.

Community Advisory Boards

SPEA has a twenty-two member Community Advisory Council composed of prominent citizens representing fields consistent with SPEA curriculum (ie. Criminal Justice, Health Administration, etc.). This advisory council is also relied upon to provide substantial financial contributions to the SPEA academic program. SPEA also sponsors an alumni advisory council, Pi Alpha Alpha, a national honor society in public affairs and administration.

SPEA also is the secretariat for the regional chapter of the World Affairs Council which brings national and international speakers to our community.

Social Work

Internship Program

This is an on-going program where M.S.W. candidates receive field experience in two agency settings at various locations in South Bend and throughout the state.

Advisory Council

This council is comprised of community professions from social service agencies.

Source: List of Advisory board members

VIII. UNIVERSITY - WIDE COMMUNITY OUTREACH: PROMOTING COMMUNITY INVOLVEMENT IN SOCIAL ISSUES, DIVERSITY, AND INTERNATIONAL UNDERSTANDING

Office of Campus Climate
The Office of Campus Climate was established in July 1995 and was funded by a Lilly Endowment grant. In January of 1997, the decision was made by the IUSB Chancellor’s Office that the Office of Campus Climate needed to become a permanent part of the university and expanded into a full time office.

Initial activities centered around forming partnerships, organizing working committees and getting the word out on campus that the office was in existence and that the purpose of the office was to serve the entire campus with a special emphasis on under represented students, faculty and staff.

Three committees were established

Steering Committee: consisted of campus students, faculty and staff many of whom had long time involvement and commitment to the establishment of the Campus Climate Office. A visioning process and the beginning of a plan for setting long range goals were accomplished.

Advisory Committee: consisted of campus members with a wider representation and who would act as a sounding board for the office and the steering committee.

Community Advisory Committee: this committee agreed to be a sounding board, provide support and supply constructive feedback for the Office of Campus Climate. It has representation from political, banking, area schools, social service agencies, United Way, Junior League, the criminal justice system, neighborhood (grassroots) organizations and retired citizens.

The office has conducted Cultural Diversity workshops attended by faculty, staff, administration and students. the emphasis of these workshops is on broadening the often narrow view of diversity, giving information on the contributions all groups have made, personal revelations, and appreciation and respect of diversity, processing information and building a plan of action.

The Community Associates, represented by such organizations as The Urban League, the Minority Business Development Council, El Campito and La Casa de Amistad was formed. Regular discussions include defining their needs and to see if (and how) the resources at IUSB can meet their needs.

Special Events and Activities

A lecture/movie series featuring diversity was developed and began in the fall of 1996.

The first faculty development seminar was held in October, 1996. It featured noted linguist
and author, Mary Berger, an experienced speech pathologist, who concentrates on “Black English” a speaking style that resulted with the blending of African based grammar and pronunciation with that of European plantation owners. Ms. Berger focused on helping faculty understand that their students speech pattern does not make them unintelligent or less capable of learning.

In April of 1997 a conference on ebonics was sponsored by the office and attended by educators, students, and community leaders. Dr. Salikoko Mufwene, Chair of Linguistics, University of Chicago and Mary Berger, author and speech pathologists, Columbia College, Chicago were key note presenters.

During the fall of 1997, a conference featuring Dr. Cornel West was held on campus. Sixty-five different conversations on race took place at four sites on the IUSB Campus. The conversations were facilitated by a combination of IUSB faculty/staff/students and community organizations and public school educators. The evening lecture attracted more than 800 individuals.

Other activities have included the establishment of an official Black History Month Program and the resurrection of the Black Faculty and Staff Council.

Workshops, classroom and department visits, support and intervention for students, faculty and staff continue.

Source: Lilly Endowment # 5454001, Final Report, program announcements, etc.

**International Programs**

One of the major commitments of IUSB International Programs is to reach out to the South Bend area international communities, as well as offer academic and cultural programs that help provide students, faculty, and the community in general with a broad-based international perspective. Since the current director was appointed in 1993, the office has sponsored and co-sponsored well over 100 events, such as poetry readings by the world famous Russian poet Yevtushenko and the Chinese Nobel prize nominee Bei Dao, a performance by the “Queen of Blues” South African Dolly Rathebe, and many talks by international experts. International Programs also co-sponsored a number of presentations with the World Affairs Council of Michiana, such as the presentation of Susan Eisenhower. Each year the India Association of Michiana brings over 350 members of their community to campus for the Holi and Diwali celebrations. We are also holding regular International Coffee Hours, to which the community is cordially invited. The coffees are put on by our over 200 international students and sponsored and supported by the business community, among them the Bayer Cord., Kokoku Wire Industries, and Martin’s Supermarkets.

International Programs also took a leading role in the *ASIA IN US* program of the Indiana Humanities Council, funded by the Lilly Corporation. IUSB hosted the exhibit and had a
panel in the exhibit as well as sponsored a great number of events around it. The project goals are to increase Hoosier awareness of our ties to Asia and incorporate local community interests into the project as it travel through Indiana. IUSB International Programs will also participate in the next project, which is GERMANY IN THE US.

Advisory Council

The office also connects to the community through the International Programs Advisory Council, which is comprised of business and community leaders. The gboard advises the director and helps to promote a closer partnership between international education at IUSB and the community at large.

As of December 1, 1998 we have a new home, the beautiful Gunther and Barbara Jordan International Center, 1722 Hildreth Street, which will help us develop more outreach activities and welcome the community on campus.

Source: Annual reports, program announcements, etc.

Also see: Continuing Education, School of Public and Environmental Affairs, Division of Education, and The Arts.

IX. STUDENT LINKS TO THE COMMUNITY

The Office of Community Links

This office was established in the fall of 1997 to be a clearing house, coordinate opportunities for student placement in the community, establish on-going campus outreach and in-reach, and create long term community partnerships.

A selected list of accomplishments include:

Fellowships & Scholarships

$500 scholarship given to student to support tutoring program for 21st Century Scholars
2 - $500 scholarship given to students to support Expo '98
$500 scholarship given to student to support Lincoln Elementary School project

Community Forums & Seminars

Provide tailored presentations to agencies and their clients
(Nursing, SPEA, Business & Economics)
Organize instructional training and seminars on computers & Internet to social service agencies
Provide seminars (by School of Business and Economics) on software to small business owners
Through SPEA organize a workshop for training and selection of volunteers

Long-range Partnerships Established:

Provide on-going support to the 21st Century Scholars Program
Offer tutoring for high school students
Train “America Reads” volunteers three times annually
Establish partnership program with Madison Elementary School (Fall and Spring 98/99)
Establish self-esteem program for Lincoln Elementary 5th and 6th grade girls.
Collaborate with South Bend Community School Corporation to place IUSB students in their Safe Haven Project (after school latch key program for elementary and middle school children)
Increase student participation in community work settings (participation was up 33% fall 1998 from the previous year)
Support on-going outreach programs for community volunteerism activities (i.e. Christmas in April, Habitat for Humanity, Aids Ministries, after school programs, Relay for Life, Heartwalk, March of Dimes)
Provide training to young women at Hannah’s House (home for teen girls who are pregnant and have no other place to live) in computer software use, resume writing, career exploration, GED tutoring, life skills, recreation, application to the university including financial aid form filing assistance. Provided in cooperation with the Office of Information Technologies and Student Services
Support service-learning initiatives on campus through promotion of community based learning opportunities

Student Organizations Involved in Community Service

Many student organizations are involved in community service. A list of the organizations and sponsored events is available through Student Services.

X. ALUMNI AS RESOURCE

IUSB’s commitment to community outreach is strongly reflected in the activities of the Alumni Affairs Office and the Alumni Association of Indiana University South Bend. Since 1989, alumni community outreach activities have been focused primarily on these areas: Student Recruitment and Retention, Student and Alumni Services, Alumni Recruitment and
Development, Legislative Affairs, and Campus “Profile.” Many of these areas of outreach are interrelated but for the sake of reportage have been classified under one of the focus areas.

Student Recruitment and Retention

IUSB Alumni Association Scholarship Campaign
The goal of the IUSB Alumni Association scholarship campaign is to improve the image of IUSB by attracting some of the “best and brightest” area high school seniors. Ultimately, since approximately two-thirds of IUSB alumni remain in the Michiana region to live and work, the campaign improves the quality of life for our community. Seventeen high school seniors applied for the first five Alumni Association Scholarships that were awarded in May of 1998. That campaign raised $76,000, a portion of which began an endowment. The second annual campaign is in progress, with a goal of $75,000. The Alumni Association co-sponsors the annual Honors Program student welcome reception and a special reception for alumni scholarship recipients.

Student Recruitment
Approximately 20 alumni participate in the Alumni Admissions Council. Members work at College Fairs as needed to help recruit students, and host annual high school counselors breakfasts and other events to give the counselors more information about IUSB; these are held on campus as well as in outlying areas. This group also serves as the selection committee for the Alumni Association scholarship, along with university staff.

Alumni Liaison Program
Through this program, 12 alumni representing a variety of career fields offer educational and career advice to prospective and current students, as well as to other alumni. They write letters to be sent to prospective students who express an interest in that particular career area. A new Alumni Directory, published (Sept. 1998), assists with this effort.

Student and Alumni Services

Divisional Honors Events
Beginning in 1998, the IUSB Alumni Association has hosted eight separate divisional honors events for alumni and students each spring. The IUSB Alumni Association plans and hosts the events, sends invitations, and provides awards to distinguished alumni from divisions. See July 1998 Alumni Newsletter for list of divisional awardees from that year. In addition, it awards an annual Student Leadership Award to a student who exemplifies the qualities of leadership and service that are valued in alumni, and a Student Art Award to the best-of-show winner in the Student Art Exhibit.

Minority Constituency Support
The IUSB Alumni Association hosted and co-sponsored the Neal-Marshall Alumni Association Alumni Recognition Banquet, April 17, 1998, attended by 150 people; that event included recognition of four distinguished alumni awards and a performance by IU's renowned Soul Revue performance troupe. The IUSB Alumni Association is working with the Hispanic community to encourage Hispanics to consider higher education and IUSB. Currently, the IUSB Alumni Association is sponsoring the printing of full-color posters depicting Hispanic students graduating, with proceeds to benefit Hispanic students.

Commencement
The Alumni Office is responsible for planning IUSB’s Commencement. Since 1998, the IUSB Alumni Association has presented its annual Distinguished Alumni Award at that event. The IUSB Alumni Association sponsors a post-commencement party for new graduates and their guests. Commencement is attended by 3,200 people annually.

Alumni Recruitment and Development

One Step Ahead
In 1995-96, the Alumni Association started a series of skill-building seminars to help alumni achieve professional success. This was a seed project, and the seminars are now being offered by IUSB’s Business and Economics academic division.

Job Fair
The Alumni Office assists with planning the IUSB Job Fair. The 1999 Fair is planned for Feb. 12, 1999 at Century Center. Holding the fair at that location, as opposed to on campus as it has been done in the past, will improve the status of this event for students, alumni, and the community. The fair will include an alumni career panel and alumni mock interviews.

Alumni After Hours
The Alumni Association is planning a series of social networking gatherings for the spring of 1999, including hors d’oeuvres and brief presentations by favorite faculty members. This will be planned by the IUSB Liberal Arts and Sciences Alumni Council.
Campus "Profile"

Sponsorships/Lectures
The IUSB Alumni Association regularly supports lectures on campus, including:
Liberal Arts & Sciences Alumni Council sponsored lectures:
  "The Hubble Telescope" by Professor John Brandt, 1994
  "The Repressed Memory Controversy" by Dr. Elizabeth Loftus, 1995
  "Religion and the New Immigrants" by R. Stephen Warner, 1996
  "Failing at Fairness: How our Schools Cheat Girls (and Boys)" by David Sadker, 1997, attendance 200
  "Personal Safety in America" by Sarah Brady, April 22, 1998, included a contest for elementary students who wrote essays on the topic, attendance 300
Co-sponsorship of Count Basie performance, Oct. 30, 1997, attendance 500
Sponsorship of Honors Program lecture receptions
Sponsorship of Piano Fest reception, Nov. 6, 1998

Alumni Directory
In 1998 the IUSB Alumni Board published the first comprehensive directory of IUSB graduates.

Awareness
The IUSB Alumni Association is working to increase its visibility on campus, especially among students. One way it does so is by sponsoring complimentary treats for students during finals week in the spring (cookies, donuts, coffee, soda). Alumni staff the table and provide encouragement to students during this stressful time. To increase awareness among faculty, the IUSB Alumni Association sponsors an annual reception before the final Academic Senate meeting of each academic year, and a reception for new faculty each fall. Other receptions and events are sponsored on campus as appropriate.

To increase awareness in the community, the IUSB Alumni Association sends "In the News" cards to alumni, students, and members of the community, congratulating them on various accomplishments listed in the paper. To increase awareness of IUSB throughout the Indiana University system, IUSB Alumni Association staff and board members participate in Executive Council meetings, regional staff meetings, nominates a candidate for the annual President's Award, and attends meetings and events in Bloomington and on other campuses.

Publications mailed to alumni and friends include Vision magazine (twice per year) and the Alumni Newsletter (twice per year).
Chancellor's Installation
The Alumni Office is in charge of this and other ceremonies at IUSB. This event, held September 14, 1997, was attended by 800 people, and included an Academic Showcase displaying student excellence, and reception for students, faculty, staff and community members.

Wiekmamp Building Dedication
The Alumni Office planned and carried out this event on April 8, 1998, attended by 200 students, faculty, staff and community members.

IUSB Fest
The Alumni Office directed the first annual festival, Sept. 19, 1998, attended by approximately 5,000 people. This will be an annual events, and includes hands-on science, math and art activities; entertainment; mini-universities; an alumni reunion; wellness activities; student, faculty, staff and community booths. The 1998 festival honored Rep. B. Patrick Bauer with Chancellor's Medal for service to IUSB.

Source: Annual Reports, publications, etc.

Community Advisory Committees

Legislative Affairs Committee
This Alumni Association Legislative committee works to lobby state and federal legislators on behalf of IUSB. The activities of the Hoosiers for Higher Education legislative group is coordinated through the IUSB Legislative Affairs Committee. There are 90 committee members, who are currently working with IUSB students on a lobbying campaign for proposed state funding to build a Student Activities Center on the IUSB campus. The work of this committee includes sponsorship of meetings, receptions, and an annual bus trip to the State House in Indianapolis.

IUSB Alumni Board
An active Alumni Board directs the activities and services of the Alumni Association.

XI. EXTERNAL AFFAIRS

Throughout IUSB's history, many marketing and community outreach activities have occurred on the departmental level, particularly those which involve community-wide advisory committees, projects related to promoting community involvement in social issues, diversity, and global understanding. The Division of External Affairs oversees formal marketing and public relations as well as alumni relations. Frequent turnover in the division makes it difficult to pinpoint all efforts. However, the division can cite and document.
Publications and Press Releases

Press release and media contact that relates to an average of 25 to 35 newspaper articles per year and five local television spots.

Vision magazine - first published in 1991, this magazine circulates to all Indiana University South Bend alumni and "friends" of the university. Its mailing list totals 20,000. Published biannually, it includes an Honor Roll of Donors every year.

Review magazine was published from 1992 to 1996 to showcase the research capabilities of IUSB's faculty. Review was mailed within the IU system and to IUSB "friends" and donors. It was discontinued in 1997 when its purpose in reaching Michiana with IUSB's most important messages could not be validated.

The Division of External Affairs has published a weekly in-house newsletter almost since the inception of the campus, with copies sent to members of the local media. The newsletter was redesigned in 1997, and "friends" of the University, including advisory board members, were added to the list to heighten ongoing awareness of campus activities.

The Division of External Affairs published a facts brochure, which was updated in 1997 to include a map of campus. In 1997, the division made a concerted effort to place the facts map in the hands of local hotels, museums and other points of interest to increase awareness about IUSB.

The Division of External Affairs had published a speaker's directory, listing the names of those faculty who were willing to make public presentations. Sporadically, a media directory would be published and sent to the print and broadcasting media. In 1998, that document was redesigned as a Resource Directory and provided to civic organizations, social service organizations, libraries and the media. A Pre-Collegiate directory was being prepared in late summer, 1998, to be mailed to middle and high schools as a curriculum enhancement tool.

In spring, 1997, the Division of External Affairs partnered with the faculty senate to publish the Campus Directions document. This document was distributed to all employees. Additional copies were made available to IUSB instructors as learning tools. Copies also were sent to a list of "friends," advisory board members, legislators and other associates.

In late Fall 1998, upon the completion of report on IUSB's financial impact on the community, the Division of External Affairs will prepare a special publication to cover the information.

In late summer, 1998, the University published its first annual calendar listing a vast number of events during 1997-98. Although not comprehensive, the calendar represented a concerted effort on the part of the campus community to plan in a way that could highlight the University's resources.
Marketing Strategies

Many of the above-mentioned projects represent the division’s response to the Campus Directions Community reports. Several responses included a publications base, but were not limited exclusively to publications. In 1997, the division established a strategy of selecting one division per year to focus on marketing issues. Working with the Division of Business and Economics in 1997 resulted in an upgrade in media attention to the division, a revision of the division’s alumni newsletter to better focus on the division’s strengths, and the creation of a new set of promotional materials. The 1998 focus on the Schurz library is manifested in the Year of the Library campaign, which includes a full set of public programs, banners and media publicity. In late summer, 1998, the division was seeking external funds/support for a campaign to highlight the library’s availability to all Indiana taxpayers.

Events/Alumni Activities

The Division of External Affairs previously organized one quasi-external event annually, the Lundquist Lecture, a public lecture by an IUSB scholar nominated by his/her peers. Beginning in 1997, the division began sponsoring a vastly increasing number of events designed to attract the alumni and the external community, ie:

- A fall lecture series “Your World/Your Issues”
- An Evening with Count Basie - Oct. 30, 1997
- Divisional Distinguished Alumni Events - April/May 1998
- A public lecture by Sarah Brady - April 20, 1998

The first IUSB Fest Sept. 19, 1998 opened the campus for the entire community. While the theme was fun, dozens of academic unit representatives hosted hands-on demonstrations that highlighted the institution’s academic excellence.

Many of these activities were marketed as part of “The Year of the Alumni,” declared in 1997 as the number of IUSB graduates reached the 20,000 mark. The campaign filled an identified need to heighten the awareness of the network that IUSB alumni representatives, and to highlight their achievements in a way that would increase the perceived value of every graduate’s IUSB diploma. Other strategies for the Year of the Alumni included introducing a biannual newsletter, formalizing distinguished alumni activities for each division, publishing a distinguished alumni fact book, organizing a distinguished alumni region at IUSB Fest and arranging the first Commencement address from a distinguished IUSB alum.

An increasingly active alumni board organized the first annual Alumni Scholarship in 1997. The group also is committed to lobbying the state legislature and in fall, 1998, was planning an alumni-student campaign on behalf of a $14 million request for a Student Activities Center.
In addition to events planned by divisions, external affairs has facilitated opportunities for several youth groups to use the campus as a seminar area, i.e. (in 1998): an art camp for handicapped children May 10; a Sex Can Wait seminar in June, an Adams High School leadership workshop Oct. 10.

**IUSB Advisory Committee**
The IUSB Advisory Board consists of representatives of government, education, health care and industry. The board meets four times a year to review changes and progress on the campus and to advise the chancellor about this information. Board members play the additional role of supporting the University through contacts with legislators.

Source:

**XII: EVALUATION**

A) Data: Refer to Part I. of Chapter

B) Source: Outreach Committee

Suzanne Z. Miller
Chair, Outreach Sub-committee

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<th>Division/Dept/Unit</th>
<th>Faculty/Staff</th>
<th>Community Collaborators/Recipients</th>
<th>Description of Project</th>
<th>Outcome</th>
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<td>APA Festival Committee/community people</td>
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<td>MKM</td>
<td></td>
<td>Translation</td>
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<td>Japan Center</td>
<td>Jeffboat</td>
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<td>Translation</td>
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<tr>
<td>Japan Center</td>
<td>Greater Louisville Inc.</td>
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<td>Making Japanese brochure</td>
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<tr>
<td>Japan Center</td>
<td>Japan Club</td>
<td></td>
<td>Helping Japanese People in various ways</td>
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<tr>
<td>Division/ Dept/Unit</td>
<td>Faculty/Staff</td>
<td>Community Collaborators/ Recipients</td>
<td>Description of Project</td>
<td>Outcome</td>
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<tr>
<td>Cont. Studies</td>
<td>Bureaus of the Census</td>
<td>Classes on &quot;Treating Employees with Respect&quot;</td>
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<tr>
<td>Cont. Studies</td>
<td>Beach Mold Brown Forman Corporation</td>
<td>Design of Experiments, Effective Customer Service, Ongoing training program in for administrative staff in team and business topics</td>
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<tr>
<td>Cont. Studies</td>
<td>Caesars Academy</td>
<td>Provide campus facilities for job skills training for Caeser Indiana, Inc.</td>
<td></td>
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<tr>
<td>Cont. Studies</td>
<td>Cinergy Corp.</td>
<td>Provide 10 Hour OSHA Certif. and other training</td>
<td></td>
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<tr>
<td>Cont. Studies</td>
<td>Colgate-Palmolive</td>
<td>Public Speaking, In-plant Job Analysis, Computer Training</td>
<td></td>
<td></td>
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<tr>
<td>Cont. Studies</td>
<td>Exide</td>
<td>Maint. Training, Leadership, Safety Training and Consulting, Drug and Alcohol Abuse in the Workplace</td>
<td></td>
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</tr>
<tr>
<td><strong>Cont. Studies</strong></td>
<td><strong>Haas Cabinet</strong></td>
<td><strong>10 Hour OSHA Certification</strong></td>
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<tr>
<td><strong>Cont. Studies</strong></td>
<td><strong>Hitachi Cable In.</strong></td>
<td><strong>Supervisory Skills</strong></td>
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<tr>
<td><strong>Cont. Studies</strong></td>
<td><strong>Hilliard Lyons</strong></td>
<td><strong>Brown Bag Lunch Series on Personal and Prof. Development</strong></td>
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<tr>
<td><strong>Cont. Studies</strong></td>
<td><strong>Jasper Rubber</strong></td>
<td><strong>Problem Solving</strong></td>
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<td><strong>Cont. Studies</strong></td>
<td><strong>Kentucky Bd of Nursing Homes</strong></td>
<td><strong>Management and Leadership Seminar</strong></td>
<td></td>
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<tr>
<td><strong>Cont. Studies</strong></td>
<td><strong>Koetter &amp; Smith</strong></td>
<td><strong>Leadership Skills Training</strong></td>
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<tr>
<td><strong>Cont. Studies</strong></td>
<td><strong>Louisville Gas &amp; Electric Co.</strong></td>
<td><strong>Leadership and Management Training - OSHA Certification</strong></td>
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<tr>
<td><strong>Cont. Studies</strong></td>
<td><strong>LG&amp;E</strong></td>
<td><strong>Partners in Bringing the Associate Degree in Industrial Hazard Control to IUS. Includes the formation of the Health, Wellness and Safety Institute at IUS</strong> This has led to enrollments by students from several different companies. Industrial safety management training responds to a huge community need</td>
<td></td>
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<tr>
<td><strong>Cont. Studies</strong></td>
<td><strong>New Hope Services</strong></td>
<td><strong>Grant Writing Workshop</strong></td>
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<tr>
<td><strong>Cont. Studies</strong></td>
<td><strong>NIBCO</strong></td>
<td><strong>Supervision Training</strong></td>
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<tr>
<td><strong>Cont. Studies</strong></td>
<td><strong>The Pillsbury Corporation</strong></td>
<td><strong>Supervision Training</strong></td>
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Indiana University Southeast
<table>
<thead>
<tr>
<th>Cont. Studies</th>
<th>The Zoeller Company</th>
<th>Windows 95 Training</th>
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<tbody>
<tr>
<td><strong>Cont. Studies</strong></td>
<td>Project Ahead</td>
<td>Enrichment Program for academically IUS successful children in grades 2-6</td>
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<tr>
<td><strong>Cont. Studies</strong></td>
<td>Edgar Mitchell</td>
<td>Presentation by Apollo astronaut</td>
</tr>
<tr>
<td><strong>Cont. Studies</strong></td>
<td>Naked Mgment</td>
<td>Presentation on &quot;X&quot; Generation</td>
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<tr>
<td><strong>Cont. Studies</strong></td>
<td>Leadership S. Ind</td>
<td>Breakfast Series on Business Tpc</td>
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<tr>
<td><strong>Cont. Studies</strong></td>
<td>Non-Financial Incentives for Employers</td>
<td>Presentation to Bus. Community by UPS HR Management</td>
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<tr>
<td><strong>Cont. Studies</strong></td>
<td>Fund Raising Exec Metro Louisville</td>
<td>Development and Fundraising Workshops</td>
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<tr>
<td><strong>Cont. Studies</strong></td>
<td></td>
<td>Offered three times per year at to as many as 420 children per session</td>
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<tr>
<td><strong>Cont. Studies</strong></td>
<td></td>
<td>Partnership between IUS, Hawley-Cooke Booksellers</td>
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<tr>
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<td></td>
<td>Cosponsored with Southern Ind Chamber of Commerce</td>
</tr>
<tr>
<td><strong>Cont. Studies</strong></td>
<td></td>
<td>Partnered with Leadership So. Ind</td>
</tr>
<tr>
<td><strong>Cont. Studies</strong></td>
<td></td>
<td>Cosponsored with So. Ind. Chamber</td>
</tr>
<tr>
<td><strong>Cont. Studies</strong></td>
<td></td>
<td>Partnered with FREML</td>
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<tr>
<td>Division/Dept/Unit</td>
<td>Faculty/Staff</td>
<td>Community Collaborators/Recipients</td>
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<tr>
<td>Division of Social Sciences</td>
<td>Donald B. Burton</td>
<td>Board Member - KY Head Injury Association</td>
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<tr>
<td>Division of Social Sciences</td>
<td>Deborah Finkel</td>
<td>Community Groups</td>
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<tr>
<td>Division of Social Sciences</td>
<td>Deborah Finkel</td>
<td>Blind and Dyslexic Persons</td>
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<tr>
<td>Division of Social Sciences</td>
<td>Thomas Kotulak</td>
<td>Community Groups</td>
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<tr>
<td>Division of Social Sciences</td>
<td>Thomas Kotulak</td>
<td>Community Groups</td>
</tr>
<tr>
<td>Division of Social Sciences</td>
<td>Robin Morgan</td>
<td>IUS Students</td>
</tr>
<tr>
<td>Division of Social Sciences</td>
<td>Robin Morgan</td>
<td>Children in Court Cases</td>
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<tr>
<td>Division of Social Sciences</td>
<td>Clifford Staten</td>
<td>Area High Schools</td>
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<td>Community Groups</td>
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<tr>
<td>Division of Social Sciences</td>
<td>Clifford Staten</td>
<td>community groups</td>
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<tr>
<td>Division of Social Sciences</td>
<td>Diane Wille</td>
<td>Care Providers</td>
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<td>Division of Social Sciences</td>
<td>Diane Wille</td>
<td>Educators of the Young and Child Care Providers</td>
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<tr>
<td>Division of Social Sciences</td>
<td>Lee Williams</td>
<td>Community Groups</td>
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<tr>
<td>Division of Social Sciences</td>
<td>Thomas Wolf</td>
<td>Groups from abroad</td>
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<td>Thomas Wolf</td>
<td>Community Groups</td>
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<tr>
<td>Division of Social Sciences</td>
<td>Thomas Wolf</td>
<td>Leadership Classes</td>
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<tr>
<td>Division of Social Sciences</td>
<td>Thomas Wolf</td>
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<tr>
<td>Division of Social Sciences</td>
<td>G. Sam Sloss</td>
<td>Community Groups</td>
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<tr>
<td>Division of Social Sciences</td>
<td>G. Sam Sloss</td>
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<td>Division/Dept/Unit</td>
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<td>Community Collaborators/Recipients</td>
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<tr>
<td>Education</td>
<td>Walter Ryan &amp; Bill Jamski plus two IUS student teachers</td>
<td>Four junior high school mathematics teachers, their classes and one math coordinator from New Albany-Floyd County Schools</td>
</tr>
<tr>
<td>Education</td>
<td>Bill Jamski, presenter</td>
<td>Local Schools</td>
</tr>
<tr>
<td>Education</td>
<td>Bill Jamski</td>
<td>Secondary math students</td>
</tr>
<tr>
<td>Education</td>
<td>IUS students</td>
<td>Secondary/Elementary science students</td>
</tr>
<tr>
<td>Education</td>
<td>Bill Jamski</td>
<td>Providence High School</td>
</tr>
<tr>
<td>Education</td>
<td>Jeanette Nunnelley</td>
<td>S. Ellen Jones, New Albany-Floyd Co Schools</td>
</tr>
<tr>
<td>Education</td>
<td>Jeanette Nummelley and Susan Ridout</td>
<td>Fairmont Elementary School, New Albany-Floyd County Sch</td>
</tr>
<tr>
<td>Education</td>
<td>Kevin Bailey</td>
<td>Greater Clark, New Albany, W. Clark</td>
</tr>
<tr>
<td>Education</td>
<td>Kevin Bailey</td>
<td>IDOE, Greater Clark, New Albany, W. Clark</td>
</tr>
<tr>
<td>Education</td>
<td>Kevin Bailey</td>
<td>IPSB &amp; Greater Clark</td>
</tr>
<tr>
<td>Education</td>
<td>Kevin Bailey</td>
<td>School - To - Work, Ivy Tech, Tech Prep, numerous Kentuckiana businesses, IDOE</td>
</tr>
<tr>
<td>Education</td>
<td>Kevin Bailey</td>
<td>New Albany, Floyd County Schools, Communities in and around Floyd and Statewide network</td>
</tr>
<tr>
<td>Education</td>
<td>Frances Squires, Walter Ryan and Joan Rose</td>
<td>Grant Line Elem School (New Albany-Floyd Co Schools) all sixth graders (90-100)</td>
</tr>
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</table>

MAGIC Day is an outdoor education experience that utilizes a cemetery. IUS uses Fairview Cemetery, New Albany's oldest cemetery, which has the burial plots and monuments of the city founding fathers.

MAGIC Day is an acronym for Multi-disciplinary Awareness Gathered and Integrated into the Curriculum also called Plotting Among the Plots.

The elementary methods students from Math, Sciences and Social Studies (30-40) plan outdoor activities to do with sixth grade students from the field site at Grant Line School in New Albany. Grant Line School has three classes of sixth graders. Somewhere between 75 and 90 students and their 3 teachers participate in a morning of math, science and social studies activities done in the outdoor classroom of the Fairview Cemetery. The goal of this project is to enable the IUS pre-service teachers to develop a field experience for a small group of students (each PST will have 2 or 3 sixth graders with which to work) and to show some practical applications of school related skills such as mapping; collecting data; writing historical reports; researching.

The program was developed by Drs. Guy Wall, Claudia Crump and Vera del Grade. Dr. Frances H. Squires has helped to refine the program and the text book that contains the lesson plans and work sheets.
<p>| Education  | Jeanette Nunnelley | S. Ellen Jones, Greenville, Georgetown, - Fineview (NA/FC Sch) Henryville Elem Sch (West Clark Co Sch); Wilson, Northaven, Parkwood Elem Schools (Greater Clark Co Sch); Geo Rogers Clark Elem Sch (Clarksville Comm Sch); Corydon, South Central Elem Schools (So Harrison Comm Sch); North Harrison Elem Sch (North Harrison Comm Sch) | Identification of Model Kindergarten Field Placement Sites | In the Fall of 1996, school throughout the IUS service area were contacted for participation. Twelve classroom volunteered to participate. Each was then visited and assessed using a recognized early childhood classroom evaluation instrument. In the spring of 1997, the classroom teachers and the building principals were formally recognized at a small ceremony on campus. These classrooms will now be utilized in the future as kindergarten field placement sites. |
|------------|--------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Education  | Catherine Shea     | Local teachers                                                                                                   | Special education program sponsors a lending library of teaching materials and equipment suitable for children/youth with disabilities. | Teachers can try out materials and equipment. |
| Education  | Catherine Shea     | Local parents                                                                                                     | Staff provide low level referral service to parents seeking information about their child with a disability. This is on an as-needed basis. | Parents receive information about services, agencies, or contacts. |
| Education  | Walter Ryan and Frances Squires | Fifth grade students (85) and their teachers (5) Mount Tabor Elem Sch (New Albany-Floyd Co Sch) | Mall Math                                                  | The elementary math methods classes inaugurated a new mall math day for the fifth grade students and teachers at Mount Tabor. The fifth grade students collected data at a local mall to solve real life problems. The purpose of the activity is to assist elementary students in connecting elementary mathematics concepts to real life applications. |</p>
<table>
<thead>
<tr>
<th>Education</th>
<th>Walter Ryan</th>
<th>100 elementary students from New Albany-Floyd Co and Greater Clark Co Sch Corporations.</th>
<th>Summer Math Camp</th>
<th>A three day summer mathematics camp was held for third through sixth grade students. The purpose of the camp was to explore elementary mathematics concepts in a fun and investigative manner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Susan Ridout</td>
<td>4th and 5th graders from Galena Elementary School, New Albany-Floyd Co Sch</td>
<td>Webyte Day</td>
<td>During the Spring semester, IU Southeast students learn ways to create Web pages. In order for these teacher education students to see the classroom application of their knowledge, fourth and fifth grade children from Galena Elementary School come to campus and spend the day creating Web documents with the IUS students.</td>
</tr>
<tr>
<td>Education</td>
<td>Susan Ridout</td>
<td>Students from Galena Elem Sch New Albany-Floyd Co Sch Corp</td>
<td>Professor for a Day</td>
<td>This project has been in existence for several years and is an event during which children from Galena Elementary School come to campus and train the IU Southeast Language Arts/Reading methods students on the use of the Powerbook (laptop computer). The children teach several pieces of software that they use in their classrooms.</td>
</tr>
<tr>
<td>Education</td>
<td>Susan Ridout</td>
<td>Parents in community</td>
<td>Parent Workshop</td>
<td>New knowledge for parents</td>
</tr>
<tr>
<td>Education</td>
<td>Susan Ridout</td>
<td>Meyzeek Middle School</td>
<td>Middle School Connection</td>
<td>Individual time with students</td>
</tr>
<tr>
<td>Education</td>
<td>Ridout, Riehl, deGraaf</td>
<td>NA-FC Schools</td>
<td>Integrated Technology Collaborative effort</td>
<td>12 days per year IUS students work with 4th and 5th graders on language arts activities as they utilize technology. Written work, children's literature, read, etc. Growth in literacy for children.</td>
</tr>
<tr>
<td>Education</td>
<td>Susan Ridout</td>
<td>Greater Clark Schools</td>
<td>Reading to 3rd graders</td>
<td>Model the pleasure of reading.</td>
</tr>
<tr>
<td>Education</td>
<td>Susan Ridout</td>
<td>80 children from local schools in New Albany-Floyd Co and Greater Clark Co Sch Corporations</td>
<td>Reading Clinic</td>
<td>The IU Southeast Reading Center has a long-standing tradition of reaching out to a large number of people from our service area. Children come to the Center upon recommendations from their parents and teachers. Children's reading skills are diagnosed and remedial activities are planned. The IU Southeast tutors work with the children in the Center for approximately ten sessions and send a follow-up case report to the schools and the parents. Training and conferences are also scheduled for the parents of the community children enrolled in the Center.</td>
</tr>
<tr>
<td>Education</td>
<td>Patricia McNames</td>
<td>Approximately 15 students each semester: Fall, Spring, Summer I. Students are representative of the IUS service region as well as Bullitt, Carroll, and Jefferson Counties, Ky.</td>
<td>Practica in School Administration</td>
<td>IUS offers an extensive practicum/internship for its prospective principals. The process is designed as the capstone phase of the school administration training program. The experience revolves around field-based training that focuses on active skill integration for the aspiring principal under the competent supervision of a practicing principal (mentor) and a university supervisor. The program is structured to provide the student with an understanding of administrative practices, problems and issues, and to develop and refine administrative skills and competencies.</td>
</tr>
<tr>
<td>Education</td>
<td>Patricia McNames</td>
<td>All regional area superintendents, principals, and aspiring principal candidates receive the newsletter four times a year.</td>
<td>&quot;Leadership Link&quot; newsletter</td>
<td>Newsletters provide informational items to area administrators, area schools, programs, and principals are highlighted. Published by the Coordinator of School Administration.</td>
</tr>
<tr>
<td>Education</td>
<td>Teesue Fields</td>
<td>Corporations: Clarksville, Greater Clark, Greater Jasper, Lanesville, Madison, New Albany-Floyd, North Harrison, North Spencer, Orleans, Paoli, Salem, Scott 1 and 2, Seymour, Southeast Dubois, Springs Valley, South Harrison, West Clark and Jefferson Co., KY.</td>
<td>School Counseling Field Placement</td>
<td>School counseling field placement supervisor involved in setting up model school counseling program in site schools.</td>
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</tr>
<tr>
<td>Education</td>
<td>Rosemarie Smead</td>
<td>School counselors from all over the State of Indiana.</td>
<td>Training Experiences</td>
<td>Program coordinator for counseling provided 10-day training experiences (sponsored by IDEO) in advanced group techniques and skills for group work with elementary and secondary age children. School counselors from all over the State of Indiana participated.</td>
</tr>
<tr>
<td>Education</td>
<td>Teesue Fields</td>
<td>Corporations: Clarksville, Greater Clark, Greater Jasper, Lanesville, Madison, New Albany-Floyd, North Harrison, North Spencer, Orleans, Paoli, Salem, Scott 1 and 2, Seymour, Southeast Dubois, Springs Valley, South Harrison, West Clark and Jefferson Co., KY.</td>
<td>Practica in School Counseling</td>
<td>In the spring semester, 8-10 school counseling students are assigned to a 100-hour, on-site field experience (practicum) in a school setting. In both fall and spring semesters, 8-10 counseling students are involved in a two-semester internship (300 hours each). In each experience the student attends class regularly as well as spending the hours on-site in the schools.</td>
</tr>
<tr>
<td>Education</td>
<td>Joan Rose</td>
<td>S. Ellen Jones Elementary School, New Albany-Floyd Co. Schools and Corydon Elementary School, So Harrison Sch Corp</td>
<td>Service Learning Projects</td>
<td>The S. Ellen Jones (an inner city school) project takes place each fall and spring semesters. The IUS elementary social studies instructor oversees the project with the assistance of school administrator and teachers. A culminating event is held at the Ogle Center on the IUS campus. Approximately 30 IUS elementary social studies methods student and the instructor have introduced the Service Learning concept to the 1st through 3rd graders at Corydon Elementary School. The IUS students teach numerous lessons, and there is a culminating event held at the Ogle Center on the IUS campus.</td>
</tr>
<tr>
<td>Education</td>
<td>Carolyn Babione</td>
<td>Indiana Service Centers</td>
<td>Collaboration to offer graduate credit for Service Center Workshops</td>
<td>Maintain links with training of teachers out in communities.</td>
</tr>
</tbody>
</table>

Indiana University Southeast
<table>
<thead>
<tr>
<th>Division/Dept/Unit</th>
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<th>Description of Project</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business &amp; Economics</td>
<td>Linda Christiansen</td>
<td>Community VITA program</td>
<td>VITA (Volunteer Income Tax Assistance) Program</td>
<td>VITA program volunteers assist poor and elderly taxpayers with the preparation of tax returns</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Linda Christiansen</td>
<td>Greater Bethel Temple</td>
<td>Personal finance presentation given to 1997 Family Conference</td>
<td>Presentation to 150 adults on personal finance issues</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Uric Dufrene</td>
<td>Develop New Albany</td>
<td>Board of Directors</td>
<td>Representation on Develop New Albany, Inc. Board of Directors</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Uric Dufrene</td>
<td>Institute of Management Accountants</td>
<td>Invited Speaker at Louisville Chapter of Institute of Management Accountants</td>
<td>Invited speaker at Louisville Chapter of Management Accountants</td>
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<tr>
<td>Business &amp; Economics</td>
<td>Kathryn Ernstberger</td>
<td>Alumni Lecture Series</td>
<td>Invited Speaker at Alumni Lecture Series</td>
<td>Topic &quot;Technologies that Communicate and Inform&quot;</td>
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<tr>
<td>Business &amp; Economics</td>
<td>Kathryn Ernstberger</td>
<td>New Albany High School</td>
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<td>Presenter for New Albany High School Sophomore Program</td>
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<tr>
<td>Business &amp; Economics</td>
<td>Miriam Griffith</td>
<td>Atherton High School</td>
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<td>Member of High School Curriculum Committee</td>
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<tr>
<td>Business &amp; Economics</td>
<td>Miriam Griffith</td>
<td>Jewish Community Center</td>
<td></td>
<td>Volunteer tutoring at English as a Second Language Program</td>
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<tr>
<td>Business &amp; Economics</td>
<td>Doug Haines</td>
<td>Boy Scouts of America</td>
<td></td>
<td>Cub Master and Pack Committee Chair, Pack 79</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Doug Haines</td>
<td>Boy Scouts of America</td>
<td>Institutional Representative for Pack 79 and Troop 79, George Rogers Clark Council</td>
<td></td>
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<tr>
<td>Business &amp; Economics</td>
<td>Robert Hotopp</td>
<td>Johnson Circuit Court</td>
<td>Appointed as a CASA member</td>
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<tr>
<td>Business &amp; Economics</td>
<td>Robert Hotopp</td>
<td>Johnson County Red Cross</td>
<td>Red Cross member</td>
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<tr>
<td>Business &amp; Economics</td>
<td>Robert Hotopp</td>
<td>Johnson County</td>
<td>Community Foundation</td>
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<tr>
<td>Business &amp; Economics</td>
<td>Vicki Meredith</td>
<td>OUR PLACE,</td>
<td>Member, Board of Directors</td>
<td></td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Eric Schansberg</td>
<td>Institute of Management Accountants</td>
<td>OUR PLACE is funded by the State of Indiana and United Way it is a drug and alcohol prevention and education nonprofit organization</td>
<td></td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Manuel Tipgos</td>
<td>Floyd Co. Animal Shelter</td>
<td>Invited Speaker at Louisville Chapter of Institute of Management Accountants</td>
<td></td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Manuel Tipgos</td>
<td>Filipino - American Cultural</td>
<td>Audit of financial statements of Floyd Co. Animal Shelter</td>
<td></td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Jerry Wheat</td>
<td>Louisville International Cultural Center</td>
<td>Co-Chair of Filipino - American Cultural Show</td>
<td></td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Jerry Wheat</td>
<td>Louisville International Cultural Center</td>
<td>Board of Directors, and volunteer teacher</td>
<td></td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Jerry Wheat</td>
<td>Louisville International Cultural Center</td>
<td>Volunteer teacher in Louisville International Cultural Center Community Connections Program</td>
<td></td>
</tr>
<tr>
<td>Jerry Wheat</td>
<td>IN Furniture Mfg</td>
<td>Mary Anderson Center</td>
<td>Board of Directors</td>
<td>IN firms export furniture to Japan</td>
</tr>
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</tr>
<tr>
<td>Business &amp; Economics</td>
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<td>Business &amp; Economics</td>
<td>Business &amp; Economics</td>
<td>Business &amp; Economics</td>
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</tbody>
</table>

1) created a brochure for employers suggesting creative alternatives
2) wrote grant proposals and received project funding
<table>
<thead>
<tr>
<th>Business &amp; Economics</th>
<th>Paul Pittman</th>
<th>RMEC</th>
<th>Member, Regional Manufacturing Extension Center Advisory Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business &amp; Economics</td>
<td>Paul Pittman</td>
<td>APICS</td>
<td>Director and Academic Liaison, American Production and Inventory Control Society, Falls Cities Chapter 1993 to present</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Paul Pittman</td>
<td>CPIM</td>
<td>Inventory Management Committee</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Doug Barney</td>
<td>Institute of Management Accountants</td>
<td>Director of Technical Programs, 1997-98, and Director of Professional Programs, 1996-97</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Doug Barney</td>
<td>Floyd County Planning &amp; Zoning Board</td>
<td>Member, Citizen’s Advisory Committee</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Gene Beckman</td>
<td>Independent Industries Inc.</td>
<td>Member, Board of Directors of Independent Industries, Inc (marketing specialist)</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Chris Bjornson</td>
<td>Grant Line Elementary School</td>
<td>Career Orientation at Grant Line Elementary School</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Chris Bjornson</td>
<td>Income Tax Assistance Program</td>
<td>Coordinated local area Income Tax Assistance Program</td>
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Indiana University Southeast
<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
<th>Affiliation</th>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>Business &amp; Economics</td>
<td>Chris Bjornson</td>
<td>New Albany / Floyd Co. School District</td>
<td>Committee member, school referendum</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Johnny Alse</td>
<td>Local area elementary school children</td>
<td>&quot;Odyssey of the Mind&quot; Elementary School participants, Team Coach</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Johnny Alse</td>
<td>United Way of Clark County</td>
<td>Member, Community Investment Team</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Frank Wadsworth</td>
<td>Junior Achievement</td>
<td>Consultant, Junior Achievement Program</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Frank Wadsworth</td>
<td>So Indiana, Chamber of Commerce</td>
<td>Small Business Council, member</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Frank Wadsworth</td>
<td>Floyd County Agricultural Extension</td>
<td>Co-Vice Chair Floyd Co. Extension Board</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Frank Wadsworth</td>
<td>Kentuckiana American Marketing Association</td>
<td>Faculty Advisor, Kentuckiana American Marketing Assoc. Collegiate Chapter</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Frank Wadsworth</td>
<td>Floyd County, Juvenile Issues Board</td>
<td>Member</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Frank Wadsworth</td>
<td>Trinity United Methodist Church</td>
<td>Chair, Audit Committee, Trinity United Methodist Church, New Albany</td>
</tr>
<tr>
<td>Linda Christiansen</td>
<td>Business &amp; Economics</td>
<td>Consulting Training</td>
<td>Conducted Finance Training</td>
</tr>
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<tr>
<td>Urs Dewgren</td>
<td>Business &amp; Economics</td>
<td>Consulting</td>
<td>Supervised student marketing training projects for their proposed extended day care facility.</td>
</tr>
<tr>
<td></td>
<td>Medical Center of So. Indiana</td>
<td>Self-Sufficiency Ministry, Parkview Childcare Center</td>
<td>Consulting</td>
</tr>
<tr>
<td>Doug Haines</td>
<td>Business &amp; Economics</td>
<td>Consulting</td>
<td>Consulting</td>
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<tr>
<td>Doug Haines</td>
<td>Business &amp; Economics</td>
<td>Consulting</td>
<td>Consulting</td>
</tr>
<tr>
<td>Key Communication</td>
<td>Business &amp; Economics</td>
<td>Consulting</td>
<td>Consulting</td>
</tr>
<tr>
<td>Various charitable organizations</td>
<td>Business &amp; Economics</td>
<td>Consulting</td>
<td>Consulting</td>
</tr>
<tr>
<td>Eldon Little</td>
<td>Business &amp; Economics</td>
<td>Consulting</td>
<td>Consulting</td>
</tr>
<tr>
<td>Eric Schansberg</td>
<td>Business &amp; Economics</td>
<td>Consulting</td>
<td>Consulting</td>
</tr>
<tr>
<td>Edom Little</td>
<td>Business &amp; Economics</td>
<td>Consulting</td>
<td>Consulting</td>
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<td>Business &amp; Economics</td>
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<td>Business &amp; Economics</td>
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<td>Consulting</td>
<td>Consulting</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Paul Pittman</td>
<td>PQ Corporation</td>
<td>Community Person on Chemical Association</td>
</tr>
<tr>
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</tr>
<tr>
<td>Business &amp; Economics</td>
<td>Brenda Swartz</td>
<td>So Indiana Health Care</td>
<td>Wrote a grant proposal funded by Kellogg Foundation for $80,000+ to improve minority and indigent health care</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>Brenda Swartz</td>
<td>Area building Contractors</td>
<td>Wrote a grant proposal Funded by IDOC for $4500 to provide bid opportunities to small contractors</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>Brenda Swartz</td>
<td>Small High Tech Businesses</td>
<td>Work with firms helping them participate in the Small bus. Innovation Research (SBIR) Grant funding</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>Brenda Swartz</td>
<td>Louisville Intl Cultural Center</td>
<td>Wrote grant proposals for USIA funding to work with entrepreneurs from transition economies</td>
</tr>
<tr>
<td>Division/Dept/Unit</td>
<td>Faculty/Staff</td>
<td>Community Collaborators/Recipients</td>
<td>Description of Project</td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>Natural Sciences</td>
<td>15 Science Faculty</td>
<td>Local schools</td>
<td>Visiting Scientist Program</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>J. Woeppe/ J. Jansing</td>
<td>Ky School for the Blind</td>
<td>Readings for the blind and dyslexic</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>C. Baker, Bill &amp; Teresa Forsyth</td>
<td>The Nature Conservancy</td>
<td>Biological assessment of Blue River</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>Math Faculty</td>
<td>Area schools</td>
<td>ICTM State Math Contest</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>Various science faculty</td>
<td>Area schools</td>
<td>mentoring of school students for science fair projects.</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>K. Forinash</td>
<td>Schools throughout US</td>
<td>Electronic Emissary Project</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>Natural Science faculty</td>
<td>Area schools</td>
<td>Project Explore</td>
</tr>
<tr>
<td>Division/Dept/Unit</td>
<td>Faculty/Staff</td>
<td>Community Collaborators/Recipients</td>
<td>Description of Project</td>
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<tr>
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</tr>
<tr>
<td>Humanities Division</td>
<td>Anne Allen</td>
<td>Boy Scouts</td>
<td>Various project assistance</td>
</tr>
<tr>
<td>Humanities Division</td>
<td>Debra Clem</td>
<td>Community Art Competitions</td>
<td>Frequent request to be a juror in community art competitions and shows</td>
</tr>
<tr>
<td>Humanities Division</td>
<td>Patrick Daily</td>
<td>Area teachers and English Ed majors</td>
<td>Works on project with English Ed majors and area teachers on “Teaching to Write”</td>
</tr>
<tr>
<td>Humanities Division</td>
<td>Joanna Goldstein</td>
<td>Regional Arts Commissions</td>
<td>Serves as juror for music competitions</td>
</tr>
<tr>
<td>Humanities Division</td>
<td>Brian Jones</td>
<td>Community Art Competitions</td>
<td>Frequent request to be a juror in community art competitions and shows</td>
</tr>
<tr>
<td>Humanities Division</td>
<td>Susan Moffett</td>
<td>Louisville Public Radio</td>
<td>Volunteer in Louisville Public Radio Fund Raising</td>
</tr>
<tr>
<td>Humanities Division</td>
<td>Diane Reid</td>
<td>Presentations to various local organizations</td>
<td>Presentations to companies and organizations related to public speaking and communication topics</td>
</tr>
<tr>
<td>Humanities Division</td>
<td>Susan VanDyke</td>
<td>Floyd Co. Arts Council</td>
<td>Volunteer to aid various Arts Council projects, particularly in relation to the summer program by the river.</td>
</tr>
</tbody>
</table>

Indiana University Southeast
<table>
<thead>
<tr>
<th>Division/Dept/Unit</th>
<th>Faculty/Staff</th>
<th>Community Collaborators/Recipients</th>
<th>Description of Project</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division of Nursing</td>
<td>Judy Perry, Jane Hollowell, Coyla Short, Bonnie Korffage</td>
<td>Clark Co.</td>
<td>30 nursing students needs assessment for emergency preparedness</td>
<td>Provided training in CPR, etc.</td>
</tr>
<tr>
<td>Division of Nursing</td>
<td>Judy Perry, Jane Hollowell, Coyla Short, Bonnie Korffage</td>
<td>Harrison Co. Community Services, Sr. Citizens Groups</td>
<td>Public Health Nursing targeted groups</td>
<td>Improved community health</td>
</tr>
<tr>
<td>Division of Nursing</td>
<td>Judy Perry, Mimi McKay</td>
<td>Center for Women &amp; Children Hospital &amp; Court Advocates</td>
<td>Provides ongoing volunteer work for agencies</td>
<td></td>
</tr>
<tr>
<td>Division of Nursing</td>
<td>Judy Perry, Mimi McKay</td>
<td>Rape advocacy</td>
<td>1) Preservation of evidence</td>
<td></td>
</tr>
<tr>
<td>Division of Nursing</td>
<td>Judy Perry, Bonnie Korffage</td>
<td>Red Cross</td>
<td>2) Emotional support for family</td>
<td></td>
</tr>
<tr>
<td>Division of Nursing</td>
<td>Judy Perry, Bonnie Korffage</td>
<td></td>
<td>Students receive certification in Community Disaster Preparedness, First Aid and CPR</td>
<td></td>
</tr>
</tbody>
</table>

Indiana University Southeast
<table>
<thead>
<tr>
<th>Division/Dept/Unit</th>
<th>Faculty/Staff</th>
<th>Community Collaborators/Recipients</th>
<th>Description of Project</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ogle Center</td>
<td>Ogle Center Staff</td>
<td>Numerous area school systems</td>
<td>The IUS Ogle Center is the primary gathering point a myriad of elementary, secondary and high school activities</td>
<td>The school systems are able to participate in programs for learning, entertainment, cultural improvement, and social interaction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>school systems participate each month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ogle Center</td>
<td>Ogle Center Staff</td>
<td>Courier Journal newspaper</td>
<td>IU Southeast is host for the &quot;Young Authors&quot; competition awards</td>
<td>This event draws more than 500 community members to the IUS campus</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Ogle Center</td>
<td>Ogle Center Staff</td>
<td>International performing arts</td>
<td>IU Southeast is venue for many international artists performances</td>
<td>Recent favorites, Vienna Boys Choir, Japanese Culture Show,</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>Ogle Center</td>
<td>Ogle Center Staff</td>
<td>Louisville Orchestra</td>
<td>The IUS campus Ogle Center is used extensively as a venue for area performing arts.</td>
<td>Orchestra education, concerts, recitals, rehearsals and training.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Ogle Center</td>
<td>Ogle Center Staff</td>
<td>Louisville Youth Choir</td>
<td>IUS campus Ogle Center is used for rehearsals and performances</td>
<td>Youth Choir events</td>
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</tr>
<tr>
<td>Ogle Center</td>
<td>Ogle Center Staff</td>
<td>IU Southeast Theater Dept.</td>
<td>I U Southeast student theater performances occur frequently</td>
<td>Indiana University Southeast student theater is a community favorite</td>
</tr>
<tr>
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</tr>
<tr>
<td>Ogle Center</td>
<td>Ogle Center Staff</td>
<td>Outdoor Amphitheater</td>
<td>I U Southeast also uses the outdoor amphitheater in fair weather for commencements and performances</td>
<td></td>
</tr>
<tr>
<td>Division/Dept/Unit</td>
<td>Community Collaborators/Recipients</td>
<td>Description of Project</td>
<td>Outcome</td>
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</tr>
<tr>
<td>--------------------</td>
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</tr>
<tr>
<td>University Police</td>
<td>Monica Wise</td>
<td>Back up &amp; assistance to these police departments</td>
<td>Reduction of crimes against persons</td>
<td></td>
</tr>
<tr>
<td>University Police</td>
<td>Campus Community</td>
<td>New Albany, Floyd County Law Enforcement Agencies</td>
<td>City &amp; County need fewer officers</td>
<td></td>
</tr>
<tr>
<td>University Police</td>
<td>All staff</td>
<td>Area Law Enforcement Agencies</td>
<td>Efficient handling of Hazardous Materials</td>
<td></td>
</tr>
<tr>
<td>University Police</td>
<td>Phil McBride &amp; Rich Reynolds</td>
<td>High School Education: Gang resistance training</td>
<td>Decrease in gang formation activity</td>
<td></td>
</tr>
<tr>
<td>University Police</td>
<td>Jan Moore</td>
<td>Floyd, Washington, Clark Schools</td>
<td>Decrease in Satanic activities</td>
<td></td>
</tr>
<tr>
<td>University Police</td>
<td>Jan Moore</td>
<td>IUS Campus</td>
<td></td>
<td></td>
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</tbody>
</table>

Indiana University Southeast