Dear Colleagues,

Now that retirement is a brief four months away, I freely confess that I’m guilty of idle reverie, not of my anticipated inexhaustible travels exploring southern France and Europe, but of the panoramic images of the last fourteen years serving as your chief academic officer. Each day has been exhilarating, even when there have been challenges. What I have enjoyed most is working with outstanding faculty and staff in imagining the possibilities of a great university. That partnership has shaped an academic vision unparalleled in creating new knowledge while simultaneously fostering transformative learning experiences for students. Beginning with our first task of formulating an innovative general education curriculum to the current implementation of a distinctive first-year experience, we as a campus have been focused on student learning and success. Over the years, we faced many challenges, from budget shortfalls to decreased enrollments. And each time, we emerged with a stronger resolve, more focused on strengthening what we do well – teaching and research. And though some issues persist today, we know that the foundation is in place that will allow our university to thrive. Perhaps the most important lesson I’ve learned as an executive-level administrator is never to despair, particularly because confidence in the strength of the core academic mission buoys optimism. All of which may explain my

Topics:
Kudos
One Book One Campus
Faculty Research Focus - Ladd
Dean’s Seminar - Muna
sanguinity about the current round of budget reductions. Whatever is ultimately decided depends largely on improvements in retention. New enrollees would be helpful, but not likely with the declining number of high school graduates in the region. Opportunities for additional revenues can be reaped through increases in graduate and non-traditional students. But this may require an institutional re-positioning of curriculum offerings, including marketing and outreach efforts.

No matter the final budget readjustments and how we plan ultimately our course scheduling, the future still shines brightly for IU South Bend. A new chancellor, Terry Allison, will arrive July 1 with new skills and ideas, broad experiences and proven success that will build on the campus’ accomplishments of the last few years. The chancellor inherits an excellent faculty, dedicated staff, exceptional academic programming, and refurbished academic and administrative facilities. Upon his arrival he will find a talented cadre of academic and staff leaders ready and eager to team with him to plan and prioritize new and innovative campus goals. Already underway are preparations for our next reaccreditation visit that focus on engagement as a defining characteristic of our campus. Our reaccreditation team led by Gwynn Mettetal, Linda Fisher and Dave Vollrath is beginning to explore the campus’ approach and will be making initial observations to the Strategic Planning Council later this month. To verify that we are on track, the HLC leadership team and selected others from the steering committee will attend the Higher Learning Commission’s annual meeting in early April. And later in that month, there will be a second causerie at my home to discuss what we’ve learned. The reaccreditation process begins in earnest this fall for our 2017 visit.

The reaccreditation process affords us a unique opportunity to define who we are and how we want to be viewed. It also allows us to do some soul searching about our future. If we are to prosper institutionally, we must be open to new approaches. Steadfast adherence to business as usual risks mediocrity. An institution that fails to re-imagine its infrastructure and/or its core mission risks missed opportunities to grow. The timing is ripe for a more deliberate and strategic approach to both planning and budgeting that advances institutional priorities. But it requires readiness for change. As I mentioned in our most recent academic senate meeting, higher education is being scrutinized, and some of our policies and practices are being questioned. Historically, we have scheduled few classes on Fridays allowing time free for faculty and committee meetings. But for outsiders like legislators, it appears that we are not using our instructional space to capacity. Thus, we are currently being asked to expand Friday class offerings. Rather than defend current practices, I suggest consideration of the merits of a full week of classes that a Monday to Friday schedule affords. Imagine the increased flexibility in scheduling, allowing students more freedom to arrange time for work. Imagine the increased instructional contact throughout the week that would facilitate student learning. Or imagine the nimbleness of scheduling faculty research and consulting throughout the week. In order to position IU South Bend as proactive in what surely will be a future mandate, I am charging the Academic Senate to adopt a Monday through Friday classroom scheduling grid for implementation beginning AY 2015-16.

And although I will not be with you in the fall to continue shepherding the process, I am confident that good work will occur. My energies will be focused elsewhere, but I will always think fondly of you and of this cherished university. What I most relish, and what I will miss most, is my engagement with you. That engagement gave fruition to the general education curriculum, the One Book, One Campus, the expansion of international study and exchange opportunities, the Natatorium as the home of the Civil Rights Heritage Center, the American Democracy Project, the Center for a Sustainable Future, the causeries, the focus on collaborative faculty and professional advising, an affirmation of the diversity that enriches us all, the maturation of Women’s and Gender Studies, and most recently the expansion of artistic programming within the Raclin School of the Arts. Looking back, I appreciate the interesting, and sometimes provocative conversations we’ve had. And because of you my life has been enriched immeasurably.

I’m often asked by community members what are my hopes for IU South Bend in the future. Frankly, my responses vary. My dreams have no limits. But if I must choose a singular distinction for the university, it is that IU South Bend be widely known for student success. Clear examples of that success were manifestly on display recently at the Morris Performing Arts Center where two of our students, Lawrence Mitchell-Matthews and Tamra Garrett, accompanied by the South Bend Symphony, sang a potpourri of Gershwin classics from Porgy and Bess. They shared the stage with our mayor, Pete Buttigieg, who at the piano, admirably performed Rhapsody in Blue. And at the recent “Lift Every Voice” concert, students danced gracefully depicting the story of Harriet Tubman as told in the children’s book, Moses, by Carole Boston Weatherford who will be visiting our campus later this month. The choreography of the dances was beautifully arranged by Caroline Hines-Johnson, lecturer in dance. If you haven’t been recently to a performance by the Raclin School of the Arts, I encourage you to attend soon.

Sincerely,

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

EVCAA News • March 2013 • Indiana University South Bend
Kudos

Congratulations to Raman Adaikkalavan (COIS) who has accepted the position of Faculty Program Associate for Distance Education in the Center for Distance Education. Raman will assist faculty in the development of tools to enhance and increase on-line courses at IU South Bend. Raman started his appointment on January 1.

Congratulations to Michelle Bakerson (EDUC) who has accepted the position of Interim Assistant Vice Chancellor for Academic Affairs to begin July 1. Michelle will also continue her campus leadership activities as part of WEAVE Online.

Kudos to Dora Natella (ARTS) who was featured in an article in the Winter issue (Vol. 61, no. 4) of Sculpture Review (published by the National Sculpture Society). In addition to the focus information there are also photos of Dora and some of her works in the issue.

Kudos to Elizabeth Bennion (POLS). She is a co-editor of a new book, Teaching Civic Engagement: From Student to Active Citizen, published recently by the American Political Science Association. In addition to co-editing the book, Elizabeth is also the author of two chapters and co-author of two other chapters. One of these chapters was co-authored with Hannah Dill, an undergraduate POLS major at IU South Bend.

Presentation and Book Signing

Carole Boston Weatherford’s Moses will be available at the event for $15.

See page 4 for a photo of a theatrical presentation of Moses at the annual Lift Every Voice Event on February 22nd.

Euclid Quartet Performance

The Euclid Quartet will perform with a guest koto (a Japanese stringed instrument) performer, Yoko ReiKano Kimura, on Friday, March 8 at 7:30 in the campus auditorium. A recent South Bend Tribune article provides more details [link].

Dean’s Seminar

At noon on March 22, Assistant Professor of Chemistry Grace Muna will present a Dean’s Seminar in NS245, The Peterson Classroom. The title of the presentation is “Enhanced Electrochemical Detection of Steroid Hormones in Water.” As always, attendees are welcome to bring their lunch and beverages will be available.

Nominations Deadline

The deadline for the nominations for the campus Distinguished Teaching Awards (full-time and associate faculty) is April 1st. Past recipients and more information available at [link].
Kevin Ladd's research over the last two decades has focused on how people practice and experience the spiritual discipline of prayer. Using a model that is driven by the investigative principles of science yet simultaneously sensitive to a wide array of theological formulations, Dr. Ladd’s goal is to develop a robust understanding of the mental and physical facets of this very common and deeply personal behavior. This approach has resulted in projects centered on the manner in which bodily movements and sensations reflect and influence the act of praying; several of these studies are outlined in a recent text he co-authored with Dr. Bernard Spilka (The Psychology of Prayer: A Scientific Approach, Guilford Press). Questions asked in this area include: To what extent does a person’s prayer take on different characteristics depending on whether the person is walking or sitting still? Do people tend to pray about different topics when they are standing versus kneeling? Does the way in which an individual prays have any relation to what she or he sees in the surrounding environment?

This last question is at the core of a recent grant for $987,000 from the John Templeton Foundation for Dr. Ladd’s Social Psychology of Religion Lab. This support will provide state-of-the-art lab equipment as well as salaries for several undergraduates and a full-time postdoctoral researcher to begin exploring links between prayer and vision. The research team’s earlier projects emphasized the complex thinking processes involved in praying. What they want to determine next is how far more simple events—such as how the eyes move—reveal how a person’s body and beliefs work together. To prepare the theoretical groundwork for these projects, Dr. Ladd will spend several months as a Visiting Fellow at Cambridge University in the UK, exchanging ideas with colleagues there who specialize in these topics.

For another part of the project’s programmatic efforts, Dr. Ladd’s team is very pleased to have Dr. Mary Rute Gomes Esperandio on campus this semester. Dr. Esperandio teaches at the Pontifical Catholic University of Paraná in Curitiba, Brazil. During this period, they are thinking about ways that she can establish her own research program concerning prayer that will allow for extended and deeper cross-cultural discussions. While this might seem relatively simple, one must consider that in Portuguese there are at least three separate words to capture discrete dimensions of what we typically identify as “prayer” in English. Dr. Ladd says, “Mary brings an immediately practical edge to our conversations with her expertise in providing counseling services for people recovering from drug and alcohol addictions. Her perspective adds a wonderful richness to the dialogue and we are fortunate to have her with us in the lab this semester.”

On February 22nd, IU South Bend hosted the 5th annual Lift Every Voice Concert in the Main Auditorium. Along with guest performer several campus groups also performed including students in a theatrical presentation of the book Moses: When Harriet Tubman Led Her People to Freedom by the African American author Carole Boston Weatherford (photo above and see also page 2).
November OBOC Event

Over two November Fridays, students from U100 and other classes met with community and campus leaders to discuss issues raised in this year’s One Book, One Campus title *Nickel and Dimed* and how they relate to our daily lives. After Executive Vice Chancellor Alfred Guillaume’s introduction, students listened to brief remarks from the speakers (South Bend Mayor Pete Buttigieg, Center for the Homeless Director Steve Camilleri, local business leader Sharon Keane, and IU South Bend Professors Louise Collins and April Lidinsky). The bulk of the event was spent with the students and speakers interacting in breakout discussion sessions.

Students were thrilled with the chance to bounce ideas off of these local leaders, and comments after the event reflected their desire to take future classes with Lidinsky or Collins, and their exploration of possible volunteer opportunities. They also mulled over the mayor’s comment that people don’t only vote at the polls, but through everyday decisions such as where they choose to do their shopping.

This program, “Michiana and the American Dream,” was the result of a partnership between U100 and One Book, One Campus. Last May, One Book, One Campus Coordinator Julie Elliott and U100 Coordinator Kathy Sullivan met with a group of U100 instructors to plan the concept of the event and how it would relate to the U100 course goals.

The U100 students are reading *Nickel and Dimed* as well as additional readings related to the concept of the American Dream. As part of their class, the students also attended the panel presentation, which was designed as an opportunity for the students to discuss with community leaders and professors the ideas they had been studying all semester.

“We wanted the event to be one where the students were active participants,” said Elliott. “We did not want them to just listen to a presentation, and go home, we wanted them to have a real opportunity to have a dialogue and share their ideas with these community and campus leaders. It is our hope that this experience will give them a better understanding of the issues addressed in the book and encourage the students to become more involved on campus and in community service.”

About 250 students attended the program. From the evaluations they took immediately after the event:

- 85% said it helped them better understand the work
- 60% said it inspired them to explore volunteer opportunities
- 52% said it made them interested in becoming more involved on campus

A sample of student comments:

“Very, very informative. Inspired me to work even harder. Definitely worth waking up early on a Friday.”

“I loved how it was brought to the local level, it helped to make the book more relatable.”

“The speakers gave me ideas to think about. I’m in the relay program and I really want to volunteer at the homeless center.”

“I like how important figures like the Mayor are willing to get involved.”

“I liked the table talks. It really helped me with the way I see things.”

“It motivated me to make a difference in my future.”

“I liked the discussion. It makes me feel involved.”

“It made us aware of the problems going on in our community.”

“I like how they related our community to the book.”

“Helps to understand more about the book, and to get some added perspective.”

“I really enjoyed listening to the different views of the speakers and other students in the breakouts.”

“Very Informative. I enjoyed being able to listen to the mayor’s views in person and hear what he had to say. All of the speakers brought ideas to my mind and I really enjoyed the event.”

Future goals include possibly creating service learning opportunities for interested students. “In the future I’d like to have campus and community literature on hand so interested students can begin exploring opportunities right at the event,” Elliott said.

In addition to U100, the book is also being taught in honors, women’s history, and two general education courses. A selection from the work is being read in some freshman W130 classrooms as well. Some students from these programs attended the event as well.

Elliott looks forward to working with U100 as well as other interested courses in the future on similar projects. “I would love to see a group of staff and faculty who are committed to teaching the work form a committee and become the one book selectors.”

If you are interested in working on such a project, please contact Julie Elliott at jmfelli@iusb.edu.