

Indiana University South Bend Mission Differentiation Project Campus Conversation

Includes condensed input from Chancellor's Cabinet and
Mission Differentiation Forum held on campus on October 6, 2004

Question #1. Is there currently consistency between written campus admissions policies and practices? Should admissions standards be changed in any way to achieve the student body profile the campus wishes to serve, given its stated mission and program focus?

Current moderately selective admissions policies are consistent with the initiatives, stated mission, and program focus of IU South Bend. Established policies are strictly adhered to in practice. In fall 2003, Chancellor Una Mae Reck established the Enrollment Management Advisory Committee to advise her on enrollment strategic planning goals and initiatives including enrollment mix, the enrollment research agenda, enrollment analysis, marketing and branding, recruitment, admissions, retention, scholarships, financial aid, service, and institutional change resulting in increased enrollment and retention, and an increase in the proportion of full-time students.

For the 2004 fall semester, IU South Bend showed the largest percentage gain in enrollment and credit hours of all IU campuses. Enrollment jumped 3 percent over last year and credit hours increased 4.1 percent. IU South Bend is poised to initiate focused strategies that will help us meet our goals of increasing the percentage of high achieving, underrepresented, full-time, international, residential, transfer, and graduate students attending IU South Bend.

South Bend is the economic center for the region commonly referred to as Michiana, including St. Joseph, Berrien, and Cass counties in Michigan. As the only public comprehensive university in Michiana, the university must expand residential housing options, recruiting boundaries, and in-state tuition assessment to include southwestern Michigan counties if we are to fulfill our mission in the region.

Undergraduate Programs

Undergraduate admissions practices are consistent with the Indiana Commission for Higher Education recommendation that four-year regional campuses require the CORE 40 diploma as a criterion for admission. All student applicants who are graduating, or who have graduated within the past three years, from an Indiana high school with a CORE 40 diploma and who have earned at least a C average in CORE 40 courses, or have earned a C average in college-preparatory equivalent courses at out-of-state schools, are admitted to the university. Class standing and standardized tests are used in the admissions process to determine full or probationary admission for these students. To qualify for full admission to the university, those who meet the CORE 40 requirements above must also have scored a 950 or higher on the SAT or a 20 or higher on the ACT and have graduated in the top half of their class. CORE 40 students who do not meet all of these requirements are admitted on probation.

Those with a general diploma are admitted on probation on a case-by-case basis upon evaluation of CORE 40 courses and standardized test scores. In general, we recommend that students complete college-preparatory course work that includes eight semesters of English; six to eight

semesters of mathematics; six semesters of social science (economics, government, history, psychology, or sociology); six semesters of science (biology, chemistry, physics, earth and space science, or advanced environmental science); eight semesters of foreign language, fine arts, computer science, or technical skills; two semesters of health, physical education, or safety; and, two to four elective semesters in the subject areas above.

Applicants who are not offered admission to IU South Bend are given three options to attend IU South Bend in the future:

1. Participate in the IU South Bend/Ivy Tech State College's *Transitions* program.
2. Successfully complete the Essential Academic Skills (EAS) classes offered by IU South Bend's Division of Continuing Education. Students who successfully complete these courses are admitted on probation.
3. Complete 15 transferable credit hours including the IU South Bend equivalent courses ENG W131-Elementary Composition and MATH M014-Basic Algebra at another university or two-year college with a 2.0 (C) or higher.

CORE 40 is not evaluated for applicants who have been out of high school three or more years. If applicants do not meet this criterion, they are eligible for probationary admission if they take placement exams and score 84+ on the Nelson-Denny Reading Exam and test into W130 on the English exam. Applicants who graduated from high school five or more years ago are awarded full admission if they have a cumulative high school grade point average of 2.0 or better on a 4.0 scale, those with less than a 2.0 are admitted on probation.

Transfer applicants who have completed 15 or more transferable general education courses, including an equivalent to IU South Bend's Elementary Composition (ENG W131) and Basic Algebra (MATH M014), with at least a C average are admitted to the university (Appendix A – IU South Bend Undergraduate Admissions Practices).

The applicant acceptance rate of IU South Bend's fall 2004 cohort demonstrates that admissions materials and targeted recruiting efforts have resulted in a clear and consistent message to potential prospects and adult influencers about admissions criteria. **Approximately 20 percent of beginning freshmen are admitted on probation.**

Steady improvement in retention rates indicates that students admitted to the university under current criteria are likely to succeed. Retention rates across the beginning cohort have risen steadily over the past several years from an overall first-to-second year retention rate of 54.2 percent for the 1995 cohort to a 63.9 percent first-to-second year retention rate overall and a 69.5 percent first-to-second year retention rate for full-time beginning students for the 2002 cohort. **IU South Bend is second only to IU Bloomington in overall first to second year retention rates.** Nontraditional students remain an important constituency in the mission of IU South Bend. The fall 2004 semester included nearly 3,000 students over the age of 23.

Graduate Programs

IU South Bend is a comprehensive university offering **17 graduate programs** in the Ernestine M. Raclin School of the Arts, the School of Business and Economics, the School of Education, the College of Liberal Arts and Sciences, the School of Public and Environmental Affairs, and the School of Social Work. **These degree programs serve regional employment needs and prepare students for advanced graduate and professional studies.** Admission to the graduate

programs is degree-specific. Students must have obtained a bachelor's degree from an accredited college or university with a minimum GPA as determined by the specific program. Admissions classifications include formal admission, provisional/conditional admission and guest/nondegree enrollment. The Associate Vice Chancellor for Graduate Programs and Sponsored Research, working with the graduate council, oversees the curriculum, admissions practices, and development of new programs.

Question #2. Does the campus have the right degree levels and the appropriate mix of degrees to serve the needs of the student populations it has identified as its target population(s)? For example, will the campus continue to offer associate degrees as a core part of its mission?

IU South Bend currently has the right mix and levels of degrees to meet its core mission as a comprehensive public university. The university delivers a rich array of liberal arts and science, fine and performing arts, and accredited professional school bachelor's and master's degree programs; each characterized by a strong liberal arts and science foundation. **A new comprehensive general education curriculum, required of all students in every major degree program** including professional schools, fosters verbal, mathematical, and visual literacies; disciplined inquiry; and, critical thinking.

A highly qualified and collegial faculty also provides many opportunities for interdisciplinary bachelor degree study, offering minors and certificate programs in, for example, American studies, African-American studies, gerontology, film studies, international studies, and writing, thus expanding academic and career options and responding to changing economic needs of both traditional and nontraditional students.

IU South Bend has a strong history of partnerships with Ivy Tech Community College and other area two-year higher education institutions in Indiana and Michigan. Articulation agreements with these schools underscore our mission to offer degree completion to area students with A.A. and A.S. degrees from other institutions.

Graduate study at the master's level has an important place in the IU South Bend curriculum. In response to community and constituent demands, IU South Bend has developed master's degree programs in education, music, business, social work, applied psychology, English, liberal studies, applied mathematics and computer science, and public administration. As the only comprehensive public institution in the region offering master's level degrees, **IU South Bend programs respond to the pressing need for regional access to post-baccalaureate degrees.**

IU South Bend offers only associate degrees that are embedded in bachelor degree programs and a few select associate degree programs that respond to specific community needs. Our associate degrees in dental hygiene and radiography, for example, each draw students from beyond our service area because IU South Bend is the exclusive provider in the region.

Looking to the future, a master's in nursing and a doctorate in education would be next in the expansion of graduate programs needed to meet regional demands. Partnerships with other institutions of higher learning and the ability to offer distance learning would also enhance future graduate program offerings at IU South Bend.

Question #3. Does the campus currently have significant remedial offerings? If so, should that continue as a core part of the mission of the campus, or should admissions selectivity be increased to reduce the need for remedial courses and programs for students coming directly from high school?

IU South Bend no longer has a significant complement of remedial courses, reflecting its intention to seek and admit a student body well-prepared for collegiate study. The university currently offers only one remedial course in English, one remedial course in reading, and two remedial courses in mathematics. The number of students taking these courses continues to decline and fewer students demonstrate a need for remediation. For the fall 2004 semester, two sections of remedial English (not including ESL) had just 14 students, combined. Remedial mathematics sections have shown a steady decline in enrollment from 935 students in fall 2000 to 384 in fall 2004.

As at even “elite” private universities, some students who meet basic entry requirements nevertheless place below college-level on post-entry placement tests in mathematics or writing. Thus, a small percentage of incoming students, including some matriculants who are over 25 years of age and may have been away from formal instruction for a considerable time, are advised to enroll in a pre-collegiate level writing or math course.

Students whose placement tests indicate they need more extensive remediation are advised to matriculate at Ivy Tech or another community college to prepare for possible future transfer to IU South Bend. Over 500 IU South Bend applicants have been advised to participate in the IU South Bend/Ivy Tech *Transitions* program in the past three years. Success of the *Transitions* program, complemented by extensive program articulation agreements with other two-year institutions, was evidenced by a **12 percent increase in fall 2004 transfer student applications.**

Question #4. What is currently the relationship between research/scholarship requirements/expectations and the mission of the campus? Should that relationship be changed in any way, and how should the campus address this as a campus mission issue?

IU South Bend incorporates research as a complementary strength to its core teaching mission. Every day, in classrooms, laboratories, and studios across the campus, IU South Bend students work with and learn from faculty who are current in, excited by, and contributing to the disciplines in which they teach. Students are challenged to pose essential questions about discovery and truth and to probe answers to yet unasked questions.

IU South Bend considers itself a “learning organization.” **To fully realize its teaching and learning mission, to support its standards of teaching excellence, and to provide our students with a high quality undergraduate experience, IU South Bend has always maintained high expectations for faculty research, scholarship, and/or creative activity.** Students leave our campus prepared for graduate work, with new and broader career options.

The university especially values research, scholarship, and creative activity as vehicles for “active learning,” a factor in student success. Indeed, at IU South Bend students are the greatest beneficiaries of faculty research, scholarship, and creative activity. For example, IU South Bend

is proud of its well-developed undergraduate research program (Student-Mentor Academic Research Teams = SMART), in which students work with faculty mentors on projects ranging from sculpture and filmmaking to research in Africa on plant genetics to a social psychology study of a South African community (Appendix B – Smart Awards 2002-2004).

Students are also the beneficiaries of extensive service learning opportunities. They are working with faculty supported by campus compact grants, through classroom consultation projects, in supervised internships arranged in a number of discipline areas, and through community links volunteer programs.

One hundred percent of tenure-track faculty have their terminal degrees and the majority of new faculty members come to IU South Bend with terminal degrees and significant scholarly preparation and publication, as well as strong teaching experience. IU South Bend offers competitive internal grants for both research and curriculum development to encourage faculty to pursue their areas of inquiry and expertise. Summer Faculty Fellowships also provide a boost to pre-tenure faculty completing their research and publication. Internal grants through UCET and FACET encourage IU South Bend faculty to participate in off-campus teaching-centered conferences and pursue the scholarship of teaching.

IU South Bend recently hired an Associate Vice Chancellor for Graduate Programs and Sponsored Research who will give additional support and encouragement to faculty seeking external funding for research. Recent examples of IU South Bend faculty scholarship receiving international recognition include Fred Naffziger's extensive commentary on the BBC, NBC, NPR, Wall Street Journal, NY Times, and USA Today regarding the Catholic Church's bankruptcy crises; Ilan Levine's cutting-edge research on astroparticle physics, Andrew Schnabel's work with pollen in an East African community, and the groundbreaking discoveries about methane gas by a team of distinguished scientists led by Henry Scott.

Question #5. What are the elements, factors, or characteristics that tie all campuses together to make Indiana University one university with multiple campuses? Should general education be used for this purpose, or is there another common element that could better serve this purpose?

Indiana University's multiple campuses are tied together by the abiding belief that a strong foundation in the liberal arts and sciences is an essential component of all degree programs. This unifying characteristic should include a common core of general education principles. IU South Bend has adopted such principles in its new general education curriculum which is mandatory in all programs (Appendix C – General Education Task Force Report and Recommendations).

The specific curricular strategies used to assure that students achieve these common overarching elements should be developed by and reflect the unique constituencies of the eight campuses. General education curriculum must be defined locally to ensure the campus fit and ownership necessary to achieve a common core of ambitious transformational goals.

While the scope of our impact varies widely across Indiana University's eight campuses, *we are also all tied together by a strong, continuing commitment to enhancing economic development in the regions we serve and across the state.* This commitment includes: 1) providing academic

programs that meet the needs of regional students; 2) broadening IU's economic impact by fully developing campuses in economic centers beyond Indianapolis and Bloomington to attract students from across the state, the nation, and the world; and 3) responding to unique regional economic trends and service/manufacturing employment profiles, as well as state and national trends. Community enrichment through arts, culture, athletics, moral and civic engagement, and intellectual pursuit complement the economic development aspects of IU campuses.

Sharing resources, both human and capital, is another important way that all Indiana University campuses are tied together. Information technologies and library resources are two important examples of how we combine resources across campuses to provide services that would be cost prohibitive otherwise. Centralized services in marketing, land and facilities development, fund development, student enrollment services, and government relations provide human and financial resources that enable smaller campuses representation and services they might not otherwise be able to access. At the same time, regional campuses bring their constituents to the table to create a statewide network of Indiana University supporters. Encouraging the growth and distinction of all campuses through a judicious allocation of resources, coupled with a clear understanding of the core mission of Indiana University, will assure that all campuses are seen as, and feel like, valued contributors to the whole.

Question #6. Should diversity of offerings within Indiana University be a goal for the future? For example, should IU campuses have differentiated missions by having different foci for different campuses, perhaps with some campuses beyond Bloomington and IUPUI having a statewide mission? Or should the regional campuses remain fairly homogenous as they are now?

The regional Indiana University campuses are not homogenous. Each campus has already developed distinctive programs that reflect both regional needs and faculty strengths. The regional campuses vary significantly both in size and program scope; from a small, totally undergraduate rural campus in Richmond, to a comprehensive Master's I university of 7,500 residential and commuter students in South Bend. Regional campuses have become far more heterogeneous as they have developed and grown to meet the diverse needs of the communities they serve.

IU South Bend is a growing institution with credit hour production up more than 4 percent over last year's record breaking numbers. This dramatic growth in credit hours reflects a growing demand from full-time traditional age students and emphatically points to our current need to **support the "new" IU South Bend student with strong residential and student life programs.**

Over the past decade, the campus has been transformed by a new classroom building, student activities center, and central mall. Renovation of the Associates Building into a modern classroom facility and the expansion of student housing will allow IU South Bend to continue to meet the needs of the region. Two years ago there were no public institutions of higher education in northern Indiana with on-campus housing. Today, Purdue University has moved to initiate residential housing on three northern Indiana campuses. **Indiana University's growth and influence throughout the state will depend on offering comparable residential opportunities.**

IU South Bend's mission as a comprehensive public university, its support of instructional and academic technology, and its commitment to Indiana University's core mission to promote the educational and economic well-being of the citizens of Indiana will continue to guide its future. **The idea of having each campus articulate and adopt "select" missions, in addition to the core mission, presents IU South Bend with an exciting opportunity to further distinguish itself and add focus to campus programmatic and budgetary decisions.**

Highlighting established and emerging areas of statewide excellence and distinction is an exciting way to "differentiate" the regional campuses without losing sight of their common purposes. IU South Bend's statewide distinctions in faculty/student collaborative and experiential learning through research; diversity enhancement programs; the fine, cultural, and performing arts; and in nursing and health professions should be recognized, supported, and celebrated as local, regional, and all-university treasures.

Distinctiveness in Faculty/Student Collaboration

The IU South Bend faculty is distinguished by its commitment to teaching that reveals to students, and involves students in, the joy of researching and expanding the knowledge base of their academic area. This commitment involves an active and collaborative partnership between students and faculty in the classroom, in the laboratory, and in the field.

As Indiana University's third largest campus, IU South Bend is uniquely suited to the student who seeks both the personal attention made possible by our small student to faculty ratio (14:1) and the breadth of faculty expertise and campus resources necessary to support research activities. IU South Bend students are actively involved in group and individual research projects and field studies, collaborative faculty/student research, faculty-guided independent study, and experiential and service learning projects and internships.

As mentioned earlier, the university especially values research, scholarship, and creative activity as vehicles for "active learning," a factor in student success. Indeed, at IU South Bend students are the greatest beneficiaries of faculty research, scholarship, and creative activity. Embracing Indiana University's commitment to **undergraduate research**, IU South Bend initiated the Undergraduate Research Fund in 1989. In the last three years, the university has distributed more than \$50,000 in awards to students in fields as diverse as the projects themselves: sociology, physics, biology, psychology, computer and information science, fine arts, informatics, chemistry, management, history, political science, music, and foreign languages. Every year IU South Bend sends between 10 and 15 students to the IU Undergraduate Research Conference. Select students also attend the national conference each year. In 2004, the national conference was held in Indianapolis and IU South Bend sent 10 students and four faculty members. Student representatives attend discipline-specific conferences including the Midwest Sociological Society Conference and the Model European Union Conference as well. The university supports **student publication** through three campus journals: the *Undergraduate Research Journal*, *New Views on Gender*, and *Analecta*.

The Schools of Public and Environmental Affairs and Business and Economics involve students in **community-based projects** that often involve public presentations, formal reports, or recommendations to profit or not-for-profit boards or administrative officers. **Internship programs** that guide students in applying academic principles to the workplace are also offered by many departments.

IU South Bend **Honors Program** students frequently initiate original research projects. The Freshman Honors Colloquium introduces honors students to world-class scholars; the joys of exhilarating academic discussion; and the critical thinking, research, and communication skills necessary for academic success. The Freshman Research Seminar features the research of six Freshman Honors Colloquium students who have distinguished themselves by writing outstanding term papers. The students present their research to a panel of academic experts and community leaders. In addition, the Honors Program publishes proceedings of these papers.

Distinctiveness in Enhancing Diversity and a Global Perspective

IU South Bend has worked hard over the past decade to realize a steady increase in the diversity of our student population. For fall semester 2004, we have the highest percentage (.5) of American Indian students of any IU campus, the third highest percentage of African American students (6.3) after IU Northwest and IUPUI, and the second highest percentage of Hispanic students (2.6) after IU Northwest. The university has **increased the percentage of minority students on our campus 2 percent in the past six years**, from 9.1 percent in fall semester 1999 to 11.1 percent in 2004. IU South Bend is the only regional campus enrolling a significant number of international students (219), ten times that of other regional campuses.

IU South Bend's continuing commitment to enhancing diversity and a global perspective is evidenced in our new General Education Program which requires all undergraduates to complete one course in the area of "Diversity in U.S. Society" and one in "Non-Western Cultures" as part of the *Contemporary Social Values* portion of the curriculum.

IU South Bend is dedicated to enhancing diversity in the curriculum, classroom, campus, and community; to reawakening the values and personal commitments of the civil rights movement in 21st century communities; and to reflecting and expanding a global perspective (Appendix D – IU South Bend Diversity Efforts 2003-2004).

Since 1995, the **Office of Campus Diversity** has played a central role in campus efforts to enhance diversity in the student body, staff, and faculty; promote a more inclusive campus climate; and to enhance retention, leadership, and academic achievement of IU South Bend students in underrepresented groups. The office works closely with the affirmative action officer to enhance funding and recruitment efforts to attract and retain a more representative faculty and staff. The campus recently dedicated a share of Commitment to Excellence funds to this effort.

The **Civil Rights Heritage Center** at IU South Bend uses the civil rights movement as living history to promote a better understanding of individual responsibility, race relations, social change, and minority achievement. The center was conceived by IU South Bend students following their participation in the Freedom Summer 2000 study tour of the civil rights movement in the South.

Participants in the **Summer Leadership Academy** for minority high school juniors and graduating seniors earn high school or college English credit while exploring civil rights issues, traveling to local civil rights sites, developing their own research papers, and improving their reading and writing skills.

The **Academic Cohorts** program provides academic and social support by connecting underrepresented IU South Bend students to peer, faculty and staff, and community mentors; and by presenting programming that clarifies academic expectations and encourages academic achievement. With support from a Lumina Foundation grant, IU South Bend is building on the Academic Cohorts program foundation to recruit and support Spanish-speaking students in the growing Hispanic community in our region.

The university reaches out to underrepresented high school students through two unique programs. **Step One**, a teen leadership program for underrepresented high school students, helps participants develop life skills that will prepare them for college. Participants in the **21st Century Scholars** Citizenship and Education Program “Continuing the Legacy: The Power of Education,” read a book written by one of the students who desegregated Little Rock Central High School in 1957 and research the educational goals of a prominent American. Through the required work, students learn the skills of journaling and composition, mathematics, and computer guided research. Students enrolled in this citizenship program have the opportunity to enroll tuition-free in the following summer’s Leadership Academy.

The university also reaches out to the campus and regional communities through the **Midwest Black Man’s Think Tank**, as well as many other conferences, table talk sessions, town hall meetings, and lectures offered by the IU South Bend Office of Campus Diversity. The annual **Conversations on Race**, which received a commendation from President Bill Clinton in 1998, brings nationally-known speakers to campus while providing a forum to examine human issues during small group discussions.

IU South Bend campus diversity is also enhanced through our commitment to international student recruitment and programming opportunities including a minor in international studies, faculty exchanges, overseas study, and cultural activities involving the campus and community. This fall, 219 international students are bringing an expanded global perspective to the IU South Bend campus. Many international students share campus residential housing with other IU South Bend students, including student athletes. They are active participants in a growing number of student activities and involve the campus community in a wide variety of ethnic celebrations and programs organized by the International Student Organization.

IU South Bend has had an average enrollment of more than 200 international students each year since 1998. **It is a tribute to the international program at IU South Bend that the number of international students coming to campus has surpassed pre-9/11 levels.** Success in the international arena is the result of a long-term commitment by IU South Bend to provide the resources required to ensure necessary international recruiting and student services support.

Distinctiveness in the Arts

The Arts at Indiana University historically has been a program of excellence. IU’s School of Music is world renowned and has produced scores of professional musicians, composers, theorists, and educators. Similarly, IU South Bend’s **Ernestine M. Raclin School of the Arts** is one of the university’s signature programs and the only endowed and named school on a regional campus. Named after a prominent citizen and supporter of the arts within South Bend and the region, the Raclin School of the Arts is one of the major assets in a community rich in the performing arts that attracts audiences from as far away as Chicago. In fact, proximity and access

to the Chicago area provide significant opportunity for students to perform in Chicago area venues and to attract its patrons to IU South Bend. Complementing the arts experience and opportunities in South Bend are the Morris Performing Arts Center, the South Bend Symphony, and the Center for the Performing Arts at the University of Notre Dame. South Bend is clearly the hub for the arts in Northern Indiana and continues to expand its sphere of influence.

The Raclin School of the Arts is home to the **Toradze Piano Studio** that attracts students from across the globe to study piano with the celebrated concert pianist and master teacher, **Alexander Toradze**. Studio students perform in piano concerts and festivals throughout Europe and North America. Professors Alexander Toradze and **George Vatchnadze** perform for world audiences to critical acclaim. Additionally, IU South Bend is among a handful of universities in the United States with a resident string quartet. The **Avalon String Quartet** has won numerous prizes in competition for its excellence in artistry and musicianship.

The Raclin School of the Arts has an excellent visual arts program as well. **Tuck Langland**, recently retired and one of the premier sculptors in this country, has been replaced by **Dora Natella**, an extraordinarily promising sculptor who exhibits in some of the same venues as does Langland. Moreover, theatre at IU South Bend is perennially acclaimed as one of the region's best production teams. The program is noted for the quality of its design and technical elements and includes among its graduate an Emmy Award winner as well as professional performers throughout the Midwest and on both coasts.

Distinctiveness in Nursing and Health Professions

Indiana University South Bend is the only public university in the north central part of the state awarding the bachelor's degree in nursing, the associate of science degree in radiology, the associate of science degree in dental hygiene, and the certificate in dental assisting. In addition, IU South Bend offers the foundation for various health profession degrees, offering prerequisite science courses.

IU South Bend provides high quality education for health professionals. Students in the health professions have a strong preparation in the liberal arts and sciences. All of the programs in the health professions are accredited by their appropriate agencies, and all meet or exceed the accreditation requirements. The faculty in the health professions are well respected community leaders, sought as speakers, consultants, and board members. They have initiated research and service programs that have involved the community, and have led to improvements in the delivery of health care; many hold certifications in their specialties. The nursing program at IU South Bend has attained distinction in receiving the **Hartford Geriatric Award**, which fostered curriculum development and supported programming focused on meeting the needs of the elderly in our population. The IU South Bend Division of Nursing and Health Professions is the only unit in the state with a curriculum leading to a **Certificate in Holistic Health**; it is one of only a few in the country. The Division of Nursing and Health Professions operates the Indiana University South Bend **Health and Wellness Center**, a unique contribution to the health and well-being of our students.

Health care delivery in the north central region of Indiana is in a state of growth, characterized by expansion in both services and building throughout the area. Memorial Hospital of South Bend is building a wing to accommodate cardiac surgical services and plans both a new regional oncology service and a children's hospital. Saint Joseph Regional Medical Center has purchased

land and intends to build a new hospital, and continues to expand selective services such as orthopedics. Elkhart General Hospital has recently expanded service provision in oncology, women's health care, and heart-health. Taken together, this growth is a reflection of the demand and need for regional health care services and for educated professionals to care for the health of our citizens.

IU South Bend is in the unique position to continue to educate well qualified health care professionals, and is poised to further its role in the preparation of health care professionals. Increasing sophistication of health care services coupled with newly developed technology require that the workforce be well educated. The combination of cutting-edge clinical facilities, faculty preparation, and unique curricular offerings at Indiana University South Bend offer opportunities for students of nursing from across the state to access a distinct educational experience. With expanded resources, IU South Bend can build on the strong foundation that currently exists in the health professions education. Masters level education for nurses will expand and improve the provision of primary and specialty health care throughout the region and the state. In a similar vein, radiography services has the potential to expand post-degree offerings in specialties such as radiation oncology, magnetic resonance imaging (MRI) and computerized tomography (CT). Both dental education and the program in radiography are poised to offer bachelor's degree completion for practicing health care professionals, as well as students seeking bachelor's degrees in the health sciences.

The present and the future of health care in the region are intimately and ultimately linked to IU South Bend, the leading provider of education for its health care professionals. These health care needs will continue to increase; it is in the best interest of the public to expand the provision of health care professional education at Indiana University South Bend.

Conclusion

Indiana University South Bend is poised to move forward into the next decade and beyond with a **clearly articulated mission and mission statement** that reflect our **mission differentiation** deliberations and our campus **strategic and enrollment management plans**.

As indicated in our IU South Bend Strategic Plan, we envision a promising and dynamic future. By 2015, we see a campus where residential and nonresidential students, faculty, and the community have a wide range of opportunities to experience academic, cultural, and social growth. Reflecting the growing impact of the general education curriculum, the campus will be a forum for discussion, a showcase for the arts, a hub of student life activities, and a source for expanded community partnerships, internships, consultancies, and service learning programs.

The campus community will reflect the university's **commitment to diversity** with at least 20 percent of IU South Bend students coming from underrepresented groups. African American, Hispanic, and American Indian students from across the state will be attracted to IU South Bend by the opportunity to participate in a wide array of programs responsive to the unique experiences of underrepresented students. **International students** will continue to add an important dimension to a student body committed to **enhancing world understanding**.

IU South Bend will be the "university of choice" for residential and non-residential students from across the state, the nation, and from around the world if they desire the personal attention of an Indiana University campus with 8,000 to 10,000 students coupled with an opportunity to

participate in programs offered by the world renowned **Ernestine M. Raclin School of the Arts**, award winning programs leading to high demand professions in **nursing and health professions**, or in undergraduate **faculty/student collaborative learning and research projects**.

Under the direction of President Herbert, with a clearly defined unique mission, IU South Bend is positioned to help Indiana University: 1) expand its influence and impact on the economic, social, and cultural life of northern Indiana; 2) provide quality academic programs based on a strong foundation in the liberal arts and sciences; 3) provide prospective students with a choice of large, urban, or small campus residential programs; 4) focus resources to support distinct campus strengths; and 5) ensure that the full university experience, inside and outside the classroom, is available to all students in Indiana.

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