

Core Campus and System School Operations

March 2007

The current structure of schools and programs within Indiana University grew out of the restructuring of the university in the middle 1970s. The structure created at that time included campus-based programs in the arts and sciences accompanied by professional programs, many of which were linked across two or more campuses. Those linkages facilitated the growth of professional programs more quickly and with more explicit attention to quality than would likely have been the case had each been created as a stand alone program.

In the intervening years many of these programs matured, as have the smaller campuses in general, to the point that the utility of earlier organizational structures were called into question. The concept of a core campus school – a single academic entity which is geographically dispersed on both the Bloomington and Indianapolis campuses – appears to remain valid, at least on the basis of information gathered in the review.

The Regional Campuses and the System Schools

The IU system schools—aside from the School of Medicine, which was excluded from the review, and the School of Social Work, which is discussed below—that operate on the regional campuses appear to be headed toward more of a federation structure than a system. Reorganizations are being considered on some of the campuses that could result in the withdrawal of a system school from that regional campus. If such reorganizations should occur, school federation councils are a possible alternative to preserve desirable levels of program coordination.

The School of Social Work, a system school which has broad support in all quarters, is an exception. The importance of a university-wide school to the accreditation of each campus program plays a significant role in garnering this support. Consequently, no structural changes are recommended for the School of Social Work.

Schools of Public and Environmental Affairs, Nursing and Informatics

Proposed Action

For SPEA, Nursing, and Informatics, the present system school structure will be replaced by a set of agreements between each campus and each school. The agreements will be developed by the campus chancellors and the school deans, working with the school faculty on that campus. These agreements should then be codified in memoranda of understanding that include transition steps, if needed. In particular, the memoranda should address changes, if any, proposed in manner in which degrees are awarded, and the specifics of financial issues.

There is no particular template for these agreements, and, in each case, the proposed relationship should allow the program to develop –or remain unchanged—based on its nature and history, as well as the needs of the campus, School and local constituencies. Written agreements should be in place by June 2008.

The designation “system school” will end June 30, 2008. Programs that are now part of system schools and who choose to terminate that relationship will be named in ways that make clear the independent status of the campus program.

The Core Campus Schools

On balance, evidence suggests that the IUB / IUPUI relationship, while not without costs, yields significant benefits to both campuses, to the university and to our constituents. The goal is for each professional program on each campus to achieve the best it possibly can, and integration enhances the opportunities for each.. It is particularly the case that the strengths of the programs in one school have the propensity to increase the national ranking of programs on the sister campus

Leadership of the Core Campus Schools

Proposed Action

The concept of a “Core Campus School” is reaffirmed as an academic unit that carries out its basic mission at both IUB and IUPUI under the broad academic leadership of a single dean. Each dean will work with the respective campus administrations and is subject to the same campus policies and procedures as any single-campus-based dean.

The dean of a Core Campus School is the academic leader of the school and has responsibility for such matters as:

- Curriculum changes and new degree programs;
- Faculty affairs, including recruiting, appointments, evaluation, promotion and tenure, and professional development;
- Accreditation and program evaluation;
- Alumni affairs and development activities;
- Budget development, faculty salaries, and cross-campus financial issues;
- Teaching policies; and
- Opportunities and incentives for intercampus research collaboration.

The Deans of the Core Campus Schools and their faculties should explore, with the leadership of the two campuses, where impediments to collaborations exist and how further program integration can be facilitated.

The title of University Dean will cease to be used on July 1, 2007. As described above, those who currently hold the title, University Dean, and head a Core-Campus School will have the same roles and responsibilities as a single-campus-based dean, and will have the title, Dean.

School-specific Strategies for the Core Campus Schools

The Schools of Business, Informatics, Library and Information Science, Nursing and Public and Environmental Affairs:

Proposed Action

The IUB/IUPUI operations of the schools of Business, Informatics, Library and Information Science, Nursing and Public and Environmental Affairs have proven to be very successful and have demonstrated the benefits of the Core Campus concept. The current structure should be continued and strengthened wherever possible.

The School of Education:

With regard to the School of Education, the advantages of the Core Campus structure have been noted, in general terms. Specific examples have been provided by faculty and administrators. However, as described in the 2004 report of the Long-Range Planning Committee, there continue to be unresolved differences between IUB and IUPUI on the integration, coordination, and direction of the School. Accordingly,

Proposed Action

The Dean of the School of Education should work with the leadership of the two campuses to reinvigorate the core campus status of the school, to remove ambiguities where possible and to clarify expectations, authority, and responsibilities. These discussions should result in a written agreement by June 30, 2008.

The Jacobs School of Music and the IUPUI School of Music:

The IUPUI School of Music and the Jacobs School of Music in Bloomington have not had a formal core campus relationship; however, the Jacobs School has reviewed proposals related to the faculty and curriculum at IUPUI on a regular basis. Recent events have indicated that it is now appropriate for the IUPUI program to operate independently. Accordingly,

Proposed Action

The Indiana University Jacobs School of Music and the IUPUI School of Music programs shall operate as independent programs. The music program at IUPUI will retain the current masters degrees in Music Technology and Music Therapy. Future masters programs will have similar technical or health-related emphases. The current minor in music for undergraduates and courses in music appreciation at IUPUI are appropriate; however the undergraduate options will not be expanded to include conservatory programs similar to those offered by the Jacobs School of Music.

The School of Journalism:

The Indianapolis community offers significant opportunities for students and faculty in journalism and public relations to interact with large business, government and sports organizations. These opportunities are at present underutilized. To facilitate the development of high-quality programs in journalism, which take advantage of the Indianapolis environment, the following structure is proposed:

Proposed Action

There is evidence that, with new leadership in the IUB School of Journalism, there are significant potential benefits resulting from a core campus structure. For this reason, there should be an effort by the School of Journalism and the IUPUI / Bloomington Administrations and the respective faculties to develop a reinvigorated and strengthened cooperative core campus program. For example, it is natural for an IUPUI-based professional masters program to have an emphasis in political or sports journalism and/or public relations. . These discussions should result in a written agreement by June 30, 2008.

Operational Matters

In addition to the very substantive areas identified above (such as curriculum, promotion and tenure, etc.), there are operational matters which affect individual students, or groups of students, faculty and staff whose activities involve multiple campuses. It is common for these matters to be resolved in individual cases, although sometimes with considerable effort, but collectively they pose a barrier to achieving the full benefits of multi-campus linkages. Accordingly,

Proposed Action

The core campus schools operating in both Bloomington and at IUPUI should work with the administrations (campus based and central) to identify and eliminate the practical, everyday barriers (many identified in the report) that stand in the way of cooperation and integration. This will require the deans and their faculties, the campus financial offices, the academic leadership of the campuses, and the President to work together toward these ends:

- to specify the requirements for a successful relationship and
- to help provide the tools needed.

Major operational issues should be identified and remediation plans developed by June 30, 2008.

Examples of concerns that should be addressed include:

- Structural barriers for core campus faculty and students arising in meeting scheduling, course scheduling and master calendar scheduling can be improved to provide better options for the students. Each dean must establish a mechanism for fostering and implementing core school integration and harmonization.
- The deans, chancellor/provost and university budget office must develop consistent budgetary policies and procedures that encourage budget administration that facilitates adequate flexibility so that budgets do not inhibit innovation and program creativity within a core campus school. This should include developing mechanisms for funding cross-campus activities.
- Additional and more integrated use of seamless, jointly-delivered programs, such as distance learning and “blended” academic programs.
- Consider the detailed recommendations listed in the Report of the Long-Range Planning Committee of the School of Education.

Faculty Senate: 23 March 2007

Item: BSW and MSW Curriculum Committees: Kathy Byers and Bob Bennett

Issue: Use of end-of the semester course objectives evaluation data for curriculum

Motion:

To use the data from the end of the semester course objective component of the course/instructor evaluations to partially assess the BSW and MSW curriculum. All information that might identify a faculty member will be expunged from the data to ensure faculty confidentiality. If there are limited sections of a class being offered and these sections are only taught by one faculty member then these data will not be included in the evaluation data unless the faculty member gives written approval.

Proposal for Faculty Approval of Technological Teaching and Learning Tools and Systems

Preamble

As technology encompasses more and more of our pedagogical and professional lives, it becomes ever more critical that faculty be actively involved early on in any decision-making process that results in the acquisition and implementation of new system-wide course management and teaching systems. Although the current partnership of IT and faculty through the Oncourse Priorities Committee is an effective means of addressing many of the functionality issues, usability problems are still a major issue. Therefore, faculty want a voice in deciding how, when, and to what purposes technological teaching systems will change in the future. The IUPUI Faculty Council Technology Committee voted unanimously (1/22/07) to forward the following proposal to the IUPUI Faculty Council:

Proposal

Faculty members are experts in and responsible for course content and pedagogy, and their involvement is critical in the decision-making that results in the acquisition and/or implementation of new system-wide course management systems and other technological teaching and learning tools and systems.

Therefore, whenever changes of technological systems are proposed that have an impact on teaching, it is imperative that faculty be involved in every stage of the decision-making process, from initial proposal to final implementation. We recommend that the IUPUI Faculty Council work with IT to create a protocol of policies and procedures that assure timely and appropriate consultation, review, and approval by faculty of any new course management system or other teaching and learning technology that will directly impact instruction before its adoption and use by Indiana University.

Originally submitted to the IUPUI Faculty Council Technology Committee by Jennifer Cochrane (Communication Studies), Julie Freeman (English), and Brian McDonald (English) on behalf of the Ad-hoc Oncourse Committee representing faculty within the Schools of Education, Engineering, Liberal Arts, Nursing, and Social Work. Endorsed by the School of Liberal Arts Technology Committee, 12-05-06. Endorsed by the School of Liberal Arts faculty, 1-26-07.