Mission

Vision and Mission of the School of Liberal Arts

Our vision is to serve the needs of our urban constituencies with nationally competitive programs. Our mission is three-fold: to enhance the intellectual fabric of Greater Indianapolis, Central Indiana, and the state; to serve the needs of urban constituencies for high quality, post-secondary academic programs at undergraduate and graduate levels; and to prepare graduates specifically and citizens generally to meet the social, economic, political, and technological changes of the 21st Century.

Goals and Objectives

Goal 1: Increase the number of undergraduate students, credit hours taught, and Liberal Arts majors at a steady rate, and provide these students with a comprehensive liberal arts education in an urban setting with nationally competitive programs.

Objective 1: Increase the number of undergraduate students, credit hours taught, and Liberal Arts majors, at a steady rate.

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: None

Time Frame: Ongoing

Actions taken for 2003-2004:

The number of tenure-track faculty in the School of Liberal Arts remains steady at ~146. These faculty are the core of our teaching faculty; they draw on their expertise, both in teaching and research, to guide, counsel, and mentor our students.

Because lecturers are more likely to be available for student-faculty interaction than associate faculty, and because they are in a better position to be supervised, mentored, and developed in their roles as educators, the School of Liberal Arts continues to replace associate faculty with full-time lecturers. For 2004-05, additional Trustees Lecturers were added to the faculty, in Anthropology, English, Religious Studies, Philosophy, and Political Science. We also have three shared Trustees Lecturers with University College and one with Law. Liberal Arts now has a total of ~67 lecturers.

The Deans office, working with IMR, supplies chairs up-to-date information on the number of majors, new admits, class size, etc. In doing so, the Deans Office raises awareness among chairs and faculty that we seek to increase the number of our majors, credit hours taught, etc.

In addition, the Deans Office has initiated an examination of the number of “empty seats” in each section. In this manner, we hope to make the most efficient use of our faculty. This information, for example, will influence course scheduling.

The Office of Students Affairs continues to work with departmental Lead Advisors to provide the most efficient, informative and welcoming environment to our students. Lead Advisors meet regularly with staff members, share information electronically, etc.
The Office of Student Affairs participates in the programming for campus visits by Indianapolis area middle school children. Last year more than 400 middle school students participated in some form of Liberal Arts activity.

The Office of Student Affairs coordinated efforts to contact more than 600 continuing students who had not registered for fall semester over the summer months. Office staff, departmental secretaries, lead advisors, and other faculty contacted students by phone and e-mail to offer assistance and answer questions.

The Office of Student Affairs worked actively with the School of Liberal Arts Spanish Program to help recruit pre-college age students whose first language is Spanish through a collaborative program, META, with the Indiana Department of Education, IUPUI, IVY Tech, Marian College, IPS, Wayne Township Schools, Pike Township Schools and Perry Township Schools.

Evidence of Progress for 2003-2004:

The number of Liberal Arts majors is growing at a steady pace (fall 2002, 1416 Liberal Arts majors; fall 2003, 1472 Liberal Arts majors; fall 2004 1566 majors).

The number of credit hours taught by Liberal Arts faculty also continues to grow at a steady pace, although it did decline slightly last year (1999-00 106,074 credit hours; 2000-01 110,218 credit hours; 2001-02 113,695 credit hours; 2002-03 117,100 credit hours; 2003-04 116,315 credit hours).

Activities planned for 2004-2005:

We will use alumni to contact prospective students who have contacted the Admissions Office about attending the School of Liberal Arts. The current list contains the names of approximately 200 individuals.

Students who were admitted to the school in the fall but did not matriculate will be contacted by the Office of Student Affairs to offer assistance for spring enrollment.

The Schools Standards and Policies Committee will examine general education requirements, particularly in the area of transferable electives in an effort to better accommodate students transferring from other institutions.

The School is an active participant in the University’s Enrollment Management and Retention and Graduation Task Forces and will utilize strategies developed by these bodies to increase enrollments and retention to graduation.

Approximately fifteen percent of SLA students are on academic probation yet students who have been on academic probation constituted only about seven percent of our last graduating class. New programs will be developed for improving the success of these probationary students and students who have been readmitted after academic dismissal. The joint academic advisor we share with University College will be given responsibility for developing intervention and tracking strategies for these students.

Objective 2: Retain majors and graduate them in a timely fashion.

Campus Planning Theme: Teaching and Learning

Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2003-2004:

The School has worked to expand the list of Junior/Senior integrator courses available each semester
from two to as many as fifteen, thereby removing a serious bottleneck to graduation.

The School of Liberal Arts joined the McNair Scholars Program last year. This program, like the existing Massarachia, Crisler and Lunsford programs, combines financial support for our students with programming aimed at improving retention and graduation. In all four programs, students are required to work closely with faculty advisors on research or service-based projects that develop independence, foster success and develop foundations for continued professional growth. Six Liberal Arts students were selected for the McNair program this year and two are further supported by Liberal Arts tuition grants.

The Office of Student Affairs offers several information sessions on scholarships and financial aid each semester.

The Director of Advising in the Office of Student Affairs offers career-counseling sessions for Liberal Arts Students. These include reviews of employment opportunities within specific disciplines and for Liberal Arts degrees in general. Resume writing, interview skills and self-assessment are also stressed.

The Director of Advising, Ms. Sloane Thompson is on the Board of the Solution Center and uses this position to make students aware of internship opportunities through a weekly email posting.

The Office of Student Affairs contacts Liberal Arts seniors and reminds them of the need to file for graduation. The Schools recorder Ms. Sherry Kendall works with graduating seniors to insure they have met graduation requirements and copies lead advisors with the letters sent to such seniors who have failed to meet all of the graduation requirements. Lead advisors are asked to contact the students and encourage completion.

Faculty in the School of Liberal arts are participants in the campus-wide Gateway group, the e-portfolio initiative, teach multiple sections of learning communities and critical inquiry courses, and are actively engaged in the integration of service learning and independent research activities by students in classes.

Department hearings in the spring focus attention on graduation rates, specifically "bottle neck" courses that slow down progress to graduation. Three departments, Anthropology, Economics, and World Languages and Cultures, continue to work on their capstone courses.

Liberal Arts faculty "Lead Advisors" continue to work with the Office of the Dean of Students in Liberal Arts. The Lead Advisors are identified as contact persons for University College Advisors and the two groups meet twice a year to share information and update each other on policies, contacts, and programs. A list-serv for lead advisors has been designed and is used to distribute administrative information, notices of program changes, procedural reminders. Lead Advisors receive electronic and hard copy lists of enrolled majors at the beginning of each semester which may be used to proactively contact students who have not enrolled and to encourage them to return to classes. Lead Advisors and Chairs also receive lists throughout the academic year of majors who may qualify for various scholarships, awards, and other recognition.

A publication, the Liberal Arts equivalent of "Jagnews", is sent to Liberal Arts majors two or three times a week, offering information on upcoming events, academic dates, club activities, information on other opportunities for student participation, etc.

Faculty are actively promoting participation in Undergraduate Research Opportunities Program (UROP)

The School will continue to support the Honors program through conversations with faculty and students, as well as announcements on the list-serv and inclusion in Scholarship presentations.

The Office of Student Affairs have provided referrals and sought information for students in non-academic crisis (homelessness, loss of employment, etc.). The joint advisor between the School of Liberal Arts and University College worked to further improve advising and the smooth transfer of
students from University College to Liberal Arts, by taking over the operation of the Liberal Arts orientation program and creating a Summer BRIDGE program (sponsored by University College) for Liberal Arts and exploratory students.

Evidence of Progress for 2003-2004:

Based on IMIR data, the one-year retention rates for Liberal Arts continue to rise. For freshmen/sophomore rates have risen: 1999-00 67%; 2000-01 62%; 2001-02 70%; 2002-03 72%; 2003-2004 73%. For junior/senior 1999-00 72%; 2000-01 73%; 2001-02 75%; 2002-03 76%; 2003-2004 79%.

The number of Liberal Arts majors is growing at a steady pace (1566 Majors in Fall 2003; 1472 Majors in Fall 2002; 1417 in Fall 2001; 1,260 in Fall 2000; 1,245 in Fall 2000; 1,233 in Fall 1999).

The number of Baccalaureate degrees awarded to students in Liberal Arts continues to grow: 1999-00 197; 2000-01 180; 2001-02 185; 2002-03 227; 2003-2004 237.

The number of certificates awarded by the school has risen from 2 in 1999-00 to 49 in 2003-04. The number of graduate degrees has risen from 26 in 1999-00 to 64 in 2002-03.

Liberal Arts Advisors are rated highly on the "Continuing Student Satisfaction Survey."

The most recent Gateway Course Analysis (IMIR, fall 2003) indicates that the DFW rate has declined, consistently, in the following Liberal Arts courses: Communication Studies C180, R110; English L105, W103, W131, and W132; Geography G110; History H105, H114; Philosophy P110, P120; Religious Studies R133; Sociology R100; and Spanish S117. The same report indicates that the one year retention rate has increased in the following Liberal Arts courses: Communication Studies R110; English W132; History H114; Political Science Y101, Y103; Sociology R100; and Spanish 117.

For fall 2003, the UC/LIBA Bridge/TLC Learning Community students received significantly higher grades than any of the other TLC groups (average gpa 3.3)

Activities planned for 2004-2005:

The Office of Student Affairs will develop new advising tools for use in the recently implemented Student Information Systems (PeopleSoft). These tools will include a degree audit program to replace the old Insite advising system, as well as new programs for auditing academic minors and certificate programs. In addition we will develop a searchable archive that will contain critical student career information from the old system that could not be converted in the new system.

The Office of Student Affairs will offer two advising open houses each semester for students who have questions about graduation requirements or general degree requirements.

The Office of Student Affairs will continue to expand its career counseling services to student through the activities of its director of Advising, Ms. Sloane Thompson, who has fifteen years of experience as a Career Counselor.

The Office of Student Affairs will continue to work to develop programs that improve student success both by helping them financially (scholarship and award opportunities) and supporting opportunities for undergraduate research and service learning.

The Office of Student Affairs will work closely with the IUPUI Honors Program and its Director, Dr. Ted Mullen to increase participation of the more than three hundred eligible students in this program (only 16 IUPUI students participated in 2003-04). In particular we will work to make Honors
(only 11 LIBA students participated in 2003-04). In particular, we will work to make Honors opportunities available to the many transfer students that constitute the bulk of our student population.

The School of Liberal Arts will offer two sections of its learning community, S100, in the fall semester 05-06 and will be active participate in thematic learning communities both for freshmen and intermediate level students

Faculty from the School of Liberal Arts will continue to teach sections of learning communities and critical inquiry courses

Departments will continue to direct attention to course transformation (e.g. Geography is recipient of a major course transformation grant to put G110 largely online; Sociology and Anthropology are recipients of grants to infuse service and community learning in courses at all levels of their curriculum).

The School is considering adding a "Dean's Scholarship" that will focus on the retention of upper-level students.

Objective 3: Increase the number of scholarships that the School of Liberal Arts offers such that ten per cent of Liberal Arts majors are on scholarship (approximately 150 students).

Campus Planning Theme: Teaching and Learning

Secondary Goals:
Sub Unit: None

Time Frame: Ongoing until goal is achieved.

Actions taken for 2003-2004:

The Masarachia program will graduate its first class of scholars this year. This program has served as a model for combining student support with student development. Four first year students and two continuing students were added to the program this year. The Loretta Lundsford Scholarship now supports up to six students annually and the Mary Crisler Scholarship funds four students. In addition, this year the school successfully recruited six students for the McNair Scholars program. Two new departmental scholarships were funded last year, thereby insuring that every degree-granting program in the school now has a scholarship for its students.

Evidence of Progress for 2003-2004:

Liberal Arts has more students receiving scholarships than at any other time. Approximately 50 Liberal Arts students received scholarships and another 20 received awards of recognition/excellence through their departments. Approximately $76,000 was awarded in scholarships to Liberal Arts students through Liberal Arts. An additional $30-40,000 was received by Liberal Arts students through other campus scholarships (e.g. UROP, Service Learning, Honors, institutional scholarships). 56 students attended a series of three scholarship information sessions. Additionally, two clubs hosted scholarship information sessions, with a total attendance of about 35 students.

Activities planned for 2004-2005:

We will continue to solicit gifts for Liberal Arts Scholarships and will increase attempts to find more funding to support overseas study, undergraduate research and service learning opportunities for our
students in recognition of the importance of these activities in fostering student success, retention and graduation. The School is working to develop a Deans Scholarship program and to attract more Bepko and Twenty-First Century Scholars.

Objective 4: Promote the Scholarship of Teaching

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2003-2004:

The School of Liberal Arts funds summer course development and redesign grants.

The Liberal Arts Committee on Teaching and Advising supports Liberal Arts Teaching Scholars. Scholars, who receive a modest stipend, participate in Liberal Arts ongoing conversation on the Scholarship of Teaching and disseminate research findings on teaching, share ideas on pedagogy, etc.

The School of Liberal Arts continues to formally celebrate teaching. Our second faculty assembly in the fall semester is devoted to the Celebration of Teaching. A keynote speaker presents on pedagogy; faculty awards, grants and publications related to teaching are announced.

The School of Liberal Arts continues to actively encourage faculty participation in campus wide initiatives including: the Gateway Group, faculty learning communities, communities of practice discussing the PULs, for example.

Evidence of Progress for 2003-2004:

Liberal Arts Faculty published 32 textbooks, course books or teaching related articles in 2003-04.

Eighteen faculty received grant support from the School of Liberal Arts or the Office of Professional Development for projects related to teaching and learning. Liberal Arts faculty actively participate in IUPUI faculty learning communities and the gateway group.

Faculty from Liberal Arts lead campus-wide discussions on the Scholarship of Teaching and Learning.

Activities planned for 2004-2005:

Liberal Arts intends to continue to fund summer course redesign grants and actively encourage and reward faculty participation in discussions on the scholarship of teaching and beyond, in the campus, university and professional communities. Unfortunately, because of budgetary constraints, the ability of the School of Liberal Arts to fund such activity is threatened.

Goal 2: Enhance and expand Liberal Arts graduate degree programs, including the recruitment of more and better students for existing programs.

Objective 1: Increase the number of graduate degrees and certificates available to IUPUI students.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2003-2004:

Final approval for a new Philosophy Masters (bioethics concentration) and the JD from the Law School is pending. The MA proposal in Political Science is in process. Approval is also pending for a graduate certificate in Survey Research through the Political Science Department, for a new doctoral minor in Sociology, and for a revision to the doctoral minor in Philosophy. Proposals are in process for graduate degrees and/or certificates in Medical Humanities, and in Economics.

Evidence of Progress for 2003-2004:

Liberal Arts now offers 10 Masters degrees, one doctoral degree, and 4 graduate certificates. In 2003-04, new Masters degrees were implemented in Geographic Information Science and Philosophy, along with the Ph.D. in Philanthropic Studies. In 2003-04, the Indiana Commission on Higher Education approved the M.A. in Museum Studies. In the fall of 2004, our Ph.D. in Philanthropic Studies enrolled its first cohort of students.

Activities planned for 2004-2005:

Promote development of new graduate degrees and certificates. Obtain final approval for graduate degrees in process. Implement recently approved programs.

Objective 2: To increase the quality and quality of Liberal Arts graduate students.

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2003-2004:

Liberal Arts, through the Office of the Associate Dean for Research and Graduate Studies and the Office of Development and External Affairs continues to develop marketing and recruitment strategies for its graduate programs. In 2003, the Associate Dean for Research and Graduate Studies submitted a proposal to the Council of Graduate Schools (CGS) for Professional Social Science and Humanities Master’s planning grants to support implementation and marketing for degrees in Museum Studies, Geographic Information Science, and Philosophy.

Evidence of Progress for 2003-2004:

The number and quality of students in Liberal Arts graduate programs continues to be high. Enrollments are steady increasing (173 Master’s students and 6 Ph.D. students). The number of graduate degrees awarded continues to increase.

The School was successful in its application for the CGS grant, and work started in 2004 on marketing for degrees in Museum Studies, Geographic Information Science, and Philosophy.
Activities planned for 2004-2005:

- Develop marketing and recruitment strategies. Bring Liberal Arts graduate degrees to the attention of IUPUI administration as worthy of public recognition in defining our mission and in contributing to Indiana’s economic development.

Goal 3: Enhance the quality and quantity of research and creative activity of SLA faculty.

Objective 1: Maintain and enhance the quality and quantity of research of Liberal Arts faculty.
- **Campus Planning Theme:** Research, Scholarship and Creative Activity
- **Secondary Goals:**
- **Sub Unit:** None
- **Time Frame:** Ongoing

Actions taken for 2003-2004:

The Associate Dean for Research and Graduate Studies has worked with faculty, both directly and through the Liberal Arts Research Advisory Committee, to promote research and creative activities. The Committee has lent its support to the Deans enforcing a policy of NOT allowing release time from teaching for faculty who are not engaged in a productive program of research.

Evidence of Progress for 2003-2004:

In 2003-04, Liberal Arts Faculty published or edited 12 scholarly books and more than 121 research articles, chapters, or other creative work. Eight scholarly journals are edited by Liberal Arts faculty. In 2004, Liberal Arts provided 9 faculty members with summer grants. Liberal Arts faculty were awarded 6 of the IU Arts and Humanities Grants sponsored by the President of the university. There were 11 faculty from Liberal Arts who received IUPUI internal grants for research in 2003-04.

Activities planned for 2004-2005:

- Encourage and assist all faculty in pursuing ideas for research and creative activities. Connect SLA researchers with prospective collaborators and, when appropriate, with mentors who can provide guidance on managing time and priorities. To the extent possible, provide financial support to seed ideas for research. Reward research activities with time and monetary incentives.

Objective 2: Increase the level of external support received by SLA faculty.
- **Campus Planning Theme:** Research, Scholarship and Creative Activity
- **Secondary Goals:**
- **Sub Unit:** None
- **Time Frame:** Ongoing

Actions taken for 2003-2004:

The Associate Dean for Research and Graduate Studies has worked with faculty, both directly and through the Liberal
Arts Research Advisory Committee, to promote external funding applications, e.g., by sponsoring grant writing workshops. Currently a policy is in place on the distribution of indirect costs to departments and PIs to reward and encourage external grant applications.

Evidence of Progress for 2003-2004:

In 2003-04, the School of Liberal Arts secured $11,358,274 in external grants, placing it second only to the Medical School in its contribution to external grant funding at IUPUI. Faculty in Liberal Arts received external grants from the Lilly Endowment; W. K. Kellogg Foundation; NEH, and NIH, among others. The number of grant applications from Liberal Arts faculty processed through Research & Sponsored Programs continues to be high (65 proposals with 51 funded in 2002-03, 89 proposals with 58 funded in 2003-2004).

Activities planned for 2004-2005:

Liberal Arts intends to continue to support its Summer Research Grant Program and to promote grant writing workshops for interested faculty. This support is contingent upon a healthy budget. The Associate Dean for Research will assist faculty in finding sources of research grants and will continue to work with faculty to encourage external grant applications. This includes the organization of grantwriting and IRB workshops. The AD for Research will also assist faculty pursuing internal seed money in support of research worthy of external support. Department chairs will be encouraged to recognize and support grant-writing as scholarly activity to be rewarded in annual reviews.

Objective 3: Improve the quality and quantity of research space.

**Campus Planning Theme:**

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2003-2004:

The Associate Dean for Academic Affairs has advanced this effort by relocating research centers in space better-suited to their needs and by consolidating research space for projects situated in multiple sites.

Evidence of Progress for 2003-2004:

The Institute for American Thought has moved to larger quarters in space vacated by the UITS move to a new building. Research projects directed by Eric Wright have been brought into Cavanaugh Hall from off-campus locations. A few research faculty from a number of disciplines have been moved into offices considerably larger than the typical 90 square foot Cavanaugh faculty office.

Activities planned for 2004-2005:

The Associate Deans of Research and for Academic Affairs seek to improve the climate for research in the School of Liberal Arts by enhancing the quality and quantity of space available for research.
Goal 4: Maintain and enhance Liberal Arts technology enterprises.

Objective 1: To maintain and enhance the technological resources available to Liberal Arts students, faculty, and staff.

**Campus Planning Theme:** Campus Climate for Diversity

**Secondary Goals:**
- None

**Time Frame:** Ongoing

**Actions taken for 2003-2004:**

The School of Liberal Arts continues to support the operation, maintenance and enhancement of student technology centers. These include, Visual Language Lab, CommTech Lab, Composition by Computers Lab, Multimedia, Language Resource Center, Speakers Lab, Social Science Computer Classroom, and the "co-managed" public cluster in CA231. Planning for the upgrade and "repurposing" of the Multimedia Language Resource Center is underway. Computers from CA 231 have been made available to students in common areas of Cavanaugh Hall. Liberal Arts faculty and staff workstations have been upgraded to run the latest, and most secure operating systems. Remote administration of these workstations to keep them up to date was implemented at the same time. The Liberal Arts web site is routinely updated to provide timely information about Liberal Arts to faculty, staff, students and the public.

**Evidence of Progress for 2003-2004:**

Operating system upgrades and remote administration will provide greater security more efficiently. Liberal Arts technicians will not be required to make as many "housecalls" to individual workstations. Given a greater improvement in overall efficiency, Liberal Arts Technical Services can address other issues such as training and development. Student computers that were previously available in CA231 are now open for use in the common areas of the second, third, and fourth floors of Cavanaugh Hall. They have near continual usage during class hours.

**Activities planned for 2004-2005:**

Liberal Arts continues to upgrade and enhance faculty, staff, and student technology resources as funds are available. In anticipation of space lost in Cavanaugh Hall to a connector with the proposed Student Center, planning is underway for relocating language laboratories in BS3000. And with the renovation of CA 231 for technology-based R110 courses in Communications Studies, the SLA technology staff is planning ways of accommodating the needs of students for public computers.

Objective 2: Improve the quality of Liberal Arts space as it affects students, faculty, and staff.

**Campus Planning Theme:** Campus Climate for Diversity

**Secondary Goals:**
- None

**Time Frame:** Ongoing

**Actions taken for 2003-2004:**

The Institute of American Thought moved from CA into space in the basement of the ES building vacated by UITS. Given the space this released in CA, over 80 faculty and staff were moved with the objective of locating faculty and support staff for departments in close proximity.
Twenty new computer workstations for students were installed in the lobbies of CA. New signage has been developed and directories are actively maintained.

Faculty from two departments, Communication Studies and World Languages and Cultures, collaborated with the Learning Environments committee to transform two classrooms in CA (231 and 224)

Evidence of Progress for 2003-2004:

Student study spaces are in constant use.

The majority of full-time teaching faculty have offices in CA. All full time lecturers have offices in Cavanaugh Hall.

But, the undergraduate student satisfaction survey indicates that there has been a significant drop in the satisfaction of Liberal Arts majors with the classroom environment, faculty express frequent concern with their working environment, and CA is frequently held up as an example of the worst building at IU.

Activities planned for 2004-2005:

Undertake a comprehensive assessment of space needs for all faculty, staff, and students in the School of Liberal Arts. This will build on the campus wide needs assessment for research space.

Enhancement of the student learning spaces in the lobbies of CA.

Goal 5: Increase community recognition of the quality and scope of the programs of the School of Liberal Arts through media and in public fora.

Objective 1: Increase media exposure of the School of Liberal Arts through newspapers, journals, web sites, public presentations, and television.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit: None

Time Frame: Ongoing

Actions taken for 2003-2004:

Twice monthly meetings with media relations representative assigned to Liberal Arts to discuss story ideas and placement.

Regular review of news releases to ensure proper citations of the School of Liberal Arts

Reminders to staff and faculty of availability of self reporting mechanism on the web page.

Frequent updates of web information.

Report all faculty, staff, student activities through Iagnews, Inside IUPUI, and other internal reporting mechanisms.

We continue to offer symposia and forums that connect Liberal Arts to the community. In 2003-2004, the School of Liberal Arts hosted a series of notable events: The Keith Bulen Symposium on
American Politics - a community forum to examine timely political issues; the Annual Spirit and Place Civic Festival, a collaboration of religious, educational, social and arts organizations; the Rufus Reiber Reading Series, bringing poets and novelists to campus to read from their work and interact with students and community audiences; the John D. Barlow Lecture in the Humanities, which brings internationally known scholars to IUPUI; the annual Joseph T. Taylor Symposium provides a venue for discussion of timely urban issues -- this year's event focused on the arts in the city; and the African American film Series partnered with Walker Center and IPS to bring film director Charles Barnett to Indianapolis for a showing of his film Nightjohn to approximately 900 middle school students, and to provide teaching workshops to their teachers. The Summer Archaeological Field School involves students and community residents and receives local (and often wider) media coverage. Additionally, the School hosted its Sabbatical Speakers Series and participated in Explore IUPUI.

Evidence of Progress for 2003-2004:

Liberal Arts faculty frequently provide expert commentary and analysis on events through regular outlets like "Consider This."

Faculty also provide interviews with local television and newspaper media, as needed. Some have become favorite resources for media because of their willingness to provide expert commentary on short notice.

Media relations staff now consistently include the School's name in press releases and work with media to ensure its inclusion in published articles.

Frequent mention in internal communication devices like Inside IUPUI, etc.

Activities planned for 2004-2005:

Work with the Office of Campus Communications and Marketing to ensure appropriate referencing of the School of Liberal Arts in all reports that cite the work of our faculty and students.

Provide opportunities for students, faculty and staff to update information on the School's website through the use of databases and an interactive site that allows input of timely information.

Work with faculty, staff and students to encourage referencing the School of Liberal Arts in all public presentations and television appearances.

Objective 2: Improve communication with alumni, donors, and other constituency groups.

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit: None

Time Frame: Ongoing

Actions taken for 2003-2004:

Deans Day was incorporated into Explore IUPUI.

Continued to publish Advances and an enhanced electronic newsletter for alumni and donors.

The School of Liberal Arts webpage provides information to our various constituencies, including
students, faculty, staff, alumni, etc.

Hosted a graduating student reception in the spring.

Invited alumni and donors to numerous events throughout the year.

Published annual development report.

Hosted regular meetings of the Liberal Arts Alumni Association

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**Evidence of Progress for 2003-2004:**

Student and alumni participation in the graduating student reception is growing.

There is an increase in gift activity.

A number of alumni and donors have become regular attendees at events.

Interest in serving on alumni board has increased.

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**Activities planned for 2004-2005:**

Advances, the School of Liberal Arts newsletter, is published three times a year and sent to all alumni, donors and other constituents.

Our new, improved e-newsletter goes to alumni, faculty and staff with email addresses once a month.

Frequent invitations to public events targeted to alumni and donor interests.

Timely acknowledgement of contributions.

Annual development report to donors.

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- **Goal 6: Participate in the Comprehensive Campaign for IUPUI to the fullest extent possible.**

- **Objective 1:** Raise $5.5 million in private contributions over the period of the Comprehensive Campaign for IUPUI (this is separate from the goals of the Center on Philanthropy).

  **Campus Planning Theme:** Teaching and Learning
  **Secondary Goals:**
  **Sub Unit:** None
  **Time Frame:** Ongoing

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**Actions taken for 2003-2004:**

Annual, major and planned gift solicitations on-going.

Transitional meetings of new dean with past major donors.

Provided opportunities for donors to speak to planned gift professionals.
Hosted several donor recognition events.

Began close out of campaign.

Evidence of Progress for 2003-2004:

Raised 182% of goal for a total of $9,982,978 in philanthropic giving.

$25,766,628 was raised in non-governmental grants.

The campaign total for Liberal Arts was $35,782,978.

Liberal Arts Faculty and Staff continue strong support for the school through the Campus Campaign.

Activities planned for 2004-2005:

Continue the initiatives listed

Goal 7: Promote staff development, in order to make working in Liberal Arts a positive experience. By increasing the quality of our staff and our working environment, we hope to also increase the quality of the service that we provide all students — majors, non-majors, undergraduates and graduate students.

Objective 1: Promote Liberal Arts Staff Development.

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:

Sub Unit: None

Time Frame: Ongoing

Actions taken for 2003-2004:

We seek to foster a climate where staff actively seek out opportunities to develop their skills and enhance the resources that they contribute to the School of Liberal Arts. In support of this:

Liberal Arts continues to support a staff discretionary bonus award policy.

Liberal Arts encourages the offering of workshops for our staff. An example was a workshop on workplace violence. Additional workshops included E-doc and SIS Training.


Evidence of Progress for 2003-2004:
Evidence of Progress: Liberal Arts Staff are aware of issues, e.g., sexual harassment and civility; supervisors are more in tune to observe improper behavior and report it. Liberal Arts Staff have continued the implementation of skills learned in training programs. Liberal Arts Staff, to the greatest degree possible, are up to date on human resource, SIS, student issue, and other forms of training. Liberal Arts staff have undertaken steps to address issues of violence in the workplace, including the implementation of emergency security procedures.

Activities planned for 2004-2005:

Continue the Staff Development Program. We anticipate working with the Office of Human Resources and the IU Foundation to offer additional workshops to our faculty and staff.

Goal 8: Develop community activities and partnerships to enhance student learning

Objective 1: Enhance collaborations with public and private organizations to develop student internships and service learning

Campus Planning Theme: Civic Engagement

Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2003-2004:

Appointment of two public scholars into tenure-list positions with the Museum Studies Program.

Development of programs by three departments, Anthropology, Sociology and English, supported by the Center of Service and Learning to develop opportunities for community based learning.

Active participation by faculty of the School of Liberal Arts in the Cultural Trail initiative. More broadly, development of service learning projects in courses at all levels of the curriculum. Some of these are tied to scholarship awards.

Provided numerous volunteer activities and opportunities for students to participate in events, including lectures, workshops, Explore IUPUI, MLK Day On, United Way Day Of Caring, BackPack Attack, etc.

Development of undergraduate and graduate internships. The Director of Advising, Ms. Sloane Thompson is on the Board of the Solution Center and uses this position to make students aware of internship opportunities through a weekly email posting.

Collaboration with alumni to develop internship opportunities.

Evidence of Progress for 2003-2004:

Many Liberal Arts students participate in service learning activities. From 2002 to 2004, the % of students who reported participating in a community based project as part of a regular course rose from 42 to 47%.

Many undergraduate and graduate programs have active internship programs.

Record numbers of students attend school events and participate in volunteer activities around the campus.

Activities planned for 2004-2005:

For the 2004-2005 School Year
Objective 2: Support and collaborate with programs that assist K-12 educators throughout the state

Campus Planning Theme: Civic Engagement

Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2003-2004:

Provided space and support for the Center for Economic Education and the Geography Educators Network of Indiana (GENI).

Active participation by Liberal Arts faculty in the Council of Teacher Education and revisions of the curriculum of the School of Education.

Encouragement of individual faculty activities in the realm of k-12 outreach, specifically in the development of summer workshops for in service teachers

Evidence of Progress for 2003-2004:

The Center for Economic Education and GENI continue to be integrally involved in discussions of state standards; training k-12 teachers through workshops and courses; development of curriculum and comprehensive programs from k-12 students (materials, guides and books); distributing newsletters; and providing awards.

The Center on Philanthropy offers the Learning to Give program in Indiana (a collaboration with the Council of Michigan Foundations). Learning to Give - Indiana (LTG-IN) offers K-12 teachers lessons on philanthropy that are easily included into their already-existing curriculum.

The ACT/IUPUI Theatre Education Program serves audiences from grade-schoolers to adults. Of special note is the IPS alternative academy of the Arts, Performing Arts Education which involves a half day of school at a theatre in conjunction with IPS regular schedule classes.

The African and African-American Studies Committee received a grant from the CICF (Central Indiana Community Foundation) to show the film NightJohn at the Madame Walker Theatre to 908 8th graders from IPS and ISI (International School of Indiana).

In collaboration with the Bookmarks program, the Institute of American Thought (IAT) secured a grant from the Hoover Family Foundation that supplied all the juniors at Arsenal Tech High School with copies of the Douglass Projects paperback edition of Frederick Douglass Narrative Life of Frederick Douglass. Douglass scholars then worked with the teachers at the school to develop lesson plans, and did presentations on Douglass life to select classes.

The School of Liberal Arts, in collaboration with the Indiana Department of Education, Division of Language Minority and Migrant Programs directed META/Mapping Education Toward Achievement, a one-day annual workshop for Hispanic high school students focused on careers and on preparing for college.

Individual faculty respond to many requests from nearby schools to give presentations and/or participate with workshops for k-12 students or teachers.

The Geography Educators Network of Indiana (GENI), in collaboration with Dr. Jeffrey Wilson (Assistant Professor in the Department of Geography), published Indiana in Maps: Geographic Perspectives of the Hoosier State a resource which contains satellite images, census data, aerial photographs and geographic information systems data for 4th through 12th grade students.

Individual faculty serve as advisors to k-12 programs (just as an example - Explorers Post 431 a career education and service learning program for young men and women ages 15-20 whom completed 8th grade); presidents of teacher associations (for example, Associate Professor Didier Bertrand (World Languages) is President (2003-2005), of the Indiana-American Association of Teachers of French, and Steve Fox directs the Indiana Teachers of Writing); and on Advanced Placement Course task forces.
Faculty are actively involved in project SEAM; offer summer institutes for K-12 teachers, shorter advanced institutes, open Institutes, workshops in schools and districts, and conferences. Faculty from the School of Liberal Arts work in close collaboration with colleagues in the School of Education in the realm of curriculum development and in the development of courses/sections for students from the School of Education.

State Geography Bee competitors and their families participated in the dedication of the Peirce Geodetic Monument enhancements with speakers from NOAA and NASA.

Activities planned for 2004-2005:

Continue to support current activities and collaborations.

Hire new faculty member in a joint position with the School of Education as part of the Museum Studies Public Scholar initiative.

Develop a steering committee for K-12 outreach within the school to coordinate, track and assess our efforts in this area.

Goal 9: Promote a diverse faculty, staff, student body, and curriculum in the School of Liberal Arts. We define diversity broadly, to encompass the many complexities associated with people, including race, ethnicity, gender, sexual orientation, age, and religious identification.

Objective 1: To recruit a diverse student body

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:

Sub Unit: None

Time Frame: On-going

Actions taken for 2003-2004:

The School offers minors in Afro-American and African Diaspora Studies and in Womens Studies. Virtually every department offers courses on subjects that are central to the understanding of the diverse world in which we live. Other Schools recognize this and as such often require Liberal Arts courses of their students because these courses address cultural relativity, ethnocentrism, examine differences in human behavior across time and space, and a host of other topics all reflected in the more general term, “diversity.” In collaboration with the Indiana Department of Education, Division of Language Minority and Migrant Programs, Liberal Arts was centrally involved in META/Mapping Education Toward Achievement, a one-day annual workshop for Hispanic high school students focused on careers and on preparing for college. In 2003-04, the Department of English and the Institute for American Thought (the Frederick Douglass papers) partnered with Arsenal Technical High School. One outcome of this is 500 11th graders are read the Narrative Life of Frederick Douglass.

ICIC develops contracts with international clients. The School of Liberal Arts annually participates in the IUPUI booth at Black Expo.

Evidence of Progress for 2003-2004:

In 2003, 15% of Liberal Arts majors were identified as minority students. This remains above the campus average of 14% (the percentage of Liberal Arts majors who were identified as minority students was 16% in 1999, 15% in 2000, 15% in 2001, 15% in 2002, and 15% in 2003).

African American students as a percentage of student headcount remain above the campus average (9%), but this has recently declined (12% in 1999; 12% in 2000; 11% in 2001; 12% in 2002; 10% in 2003, rising slightly to 11% in 2004).

Liberal Arts continues its involvement in the META workshop.
Activities planned for 2004-2005:

Continue to develop opportunities such as those listed.

Objective 2: To retain and graduate a diverse student body

**Campus Planning Theme:** Campus Climate for Diversity

**Secondary Goals:**
- **Sub Unit:** None
- **Time Frame:** null

Actions taken for 2003-2004:

Through the hiring of persons of color and women, the School of Liberal Arts has tried to foster an environment that welcomes and retains a diverse student body. The School supports the African-American and African Diaspora Studies and its Womens Studies programs. It also supports diversity in faculty research and, through the participation of Liberal Arts faculty in initiatives like the Diversity Inquiry Group, the School tries to foster and maintain an environment that will retain a diverse student body. The School supports the McNair Scholars program.

Evidence of Progress for 2003-2004:

The successful hire of a Millennium Chair of Liberal Arts.

Activities planned for 2004-2005:

We hope to compile data on retention and graduation rates of minority students at the school and department level.

The School has undertaken a search for a Millennium Chair of Liberal Arts. We seek a scholar of the African American Experience whose research, teaching, and civic engagement interests will complement our Institute for American Thought and our programs in African American and African Diaspora Studies and American Studies.

Objective 3: Engage students, through the curriculum and co-curriculum, in learning about their own and other cultures and belief systems

**Campus Planning Theme:** Campus Climate for Diversity

**Secondary Goals:**
- **Sub Unit:** None
- **Time Frame:** On-going

Actions taken for 2003-2004:

The Preston Eagleson Award is granted to the student presenting the best 10-15 page essay advancing our understanding of the African or African American experience.
Developed core general education requirements that require courses that expose students to different cultural and belief systems.
Developed a freshman Liberal Arts thematic learning community focused on global perspectives/cultural encounters.
Encouraged student club activities that expose students to cultures others than their own.
The School of Liberal Arts has an ongoing commitment to internationalize the curriculum. The School offers many courses that either focus on a specific area outside the U.S. or examine a particular issue from a transnational perspective. Courses are offered on a wide range of topics including African and African American Studies, Asian American Studies, and the study of women and gender.
Evidence of Progress for 2003-2004:

The School of Liberal Arts is the home of the African American and African Diaspora Studies and Women’s Studies programs.

The School of Liberal Arts is the home of the International Studies Minor.

All liberal arts majors take some coursework focused on comparative world cultures. Departments in the School of Liberal Arts ran study abroad programs in Cuba, England, Greece, Poland and Spain.

Activities planned for 2004-2005:

Continue to develop above.
Develop a BA in International Studies
Develop and advanced level thematic learning community on the topic of globalization

Objective 4: Recruit, develop and advance a diverse staff and faculty body

Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit: None
Time Frame: null

Actions taken for 2003-2004:

Efforts are made in all departments, centers and units to develop a workforce that is diverse with regard to gender, race and ethnicity. In all faculty searches an affirmative action representative is identified.

Study conducted by ICIC about international post docs on the IUPUI campus and ways in which their research and social experiences can be enhanced through development of orientation programs stressing communication in research settings.

Every faculty search committee appoints a member who will serve as the “Affirmative Action Conscience” of the committee. This person is charged with raising affirmative action issues when, and if, appropriate. In addition, each search committee includes a representative from outside the department undertaking the search. In some instances, this person serves the role of the Affirmative Action Conscience.

The Dean of the School of Liberal Arts serves as a member of the Chancellor’s Diversity Cabinet. Other School representatives also serve on the Cabinet.

The School of Liberal Arts sends two representatives to the Affirmative Action Council, one representing faculty interests and the other representing staff interests.
Evidence of Progress for 2003-2004:

Data from workforce reports generated by the Affirmative Action Office at IUPUI indicate that with regard to faculty, administrative, technical and clerical ranks, the School of Liberal Arts meets utilization standards in general. However, the most significant under-utilization continues in the category of female tenure-track/tenured faculty and minorities in executive management positions.

Each department in the School of Liberal Arts has women in tenured or tenure track positions. Most departments have faculty who are persons of color.

The total number of minority faculty in the school is 23 (fall 2004)

Activities planned for 2004-2005:

Continue attention on minority hires. Special attention will be directed to the language used in advertisements.

A search for the Millennium Chair has been initiated, a position for a senior scholar with expertise on the African American Experience.

Objective 5: Contribute to the climate for diversity in Indianapolis, Central Indiana, and the entire state
Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit: None
Time Frame: null

Actions taken for 2003-2004:

Schedule events focused on diversity with significant community attendance and involvement. These include the annual Taylor symposium and the recent activities involving the Douglass Papers and Arsenal Technical High School.

Evidence of Progress for 2003-2004:

The IU School of Liberal Arts in association with Department of History hosted the fifteenth annual Joseph Taylor Symposium (noted above) on the topic of Arts in the City: the Power of Culture.

The African Studies program hosted Charles Barnette, speaking on his film Nightjohn. Faculty members in the School of Liberal Arts with international expertise often assist local, and broader, media.

Activities planned for 2004-2005:

Continue above.

Objective 6: Engage the campus community in discussions of diversity and global issues and perspective
Campus Planning Theme: Campus Climate for Diversity
Secondary Goals:
Sub Unit: None
Time Frame: null
Actions taken for 2003-2004:

Schedule events/talks on campus. These include Sabbatical Speakers Series presentations, which often draw on faculty research that involves topics related to diversity, including international research.

Evidence of Progress for 2003-2004:

Events noted above and previously, including the Taylor symposium and the Sabbatical Speakers Series.

Many of the School’s student clubs offer speakers and other activities that focus on issues of diversity and global interests.

Liberal Arts faculty are often called upon to offer guest lectures, colloquia and classes that focus on a broad range of issues related to diversity.

Activities planned for 2004-2005:

Continue to develop events/talks on campus.

Objective 7: To support diversity in research, scholarship and creative activity

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:
Sub Unit: None
Time Frame: On-going

Actions taken for 2003-2004:

As a major component of an urban institution of higher learning, the School of Liberal Arts values diversity and encourages its faculty to address diversity in their research and creative activity.

In support of such diversity, the School seeks to fill its first external appointment of an endowed chair position with a scholar whose focus is on the African American experience.

Evidence of Progress for 2003-2004:

Individual faculty and research centers receive grants, present papers and publish papers on many aspects related to diversity.

International research is a pervasive theme across all liberal arts departments. Roughly one-third of Liberal Arts faculty conduct their primary research outside the U.S. This research examines such issues as international relations; the history, economics, politics, culture, social life, and current forces of change for specific nations or regions; a wide range of world languages and literatures; the methods and theories of cross-cultural communication, research, and understanding; the nature and impact of globalization. This research is conducted in dozens of nations, representing every continent of the world. It is frequently done in collaboration with colleagues, universities, and/or local groups in these nations. And, it results in articles, books, presentations, workshops, consultancies, guest teaching, and applied projects and grants both in the U.S. and in these nations.
Support of a Center and creation of an endowed Chair in InterCultural Communication (ICIC).

Support of the Millennium Chair with a focus on the African American Experience.

The BA in International Studies is in process.

Activities planned for 2004-2005:

Continue above.

Fiscal Health

*** Fiscal health report for 2004-05 is attached as PDF file. ***

I. Profile of Fiscal Health

As FY 04-05 is underway, the I.U. School of Liberal Arts is at a crossroads in terms of being able to continue the positive financial results of the last several years or entering into years of financial stress due to the negative factors outside of the School of Liberal Arts operations. During FY 03-04 the I.U. School of Liberal Arts was able to put a small amount of money into the reserve fund this year even with the growing pressures from the lowering of appropriations and the growing cost allocation. The reserve fund has been built up to $671,271 with the goal of meeting or exceeding the requirement of $684,108 (3% of the operating budget) by the end of FY 2005. The IU School of Liberal Arts is now only $12,837 short of its goal where as in FY 01 there were no dollars put aside in the reserve fund. This has been a major step forward over the last three years but it is getting much more difficult given the changes in the factors referenced above. As is indicated in the data below, the credit hours during FY 03-04 leveled off. The Summer II credit hours and revenue for FY 04-05 were well behind last year and below budget whereas the Fall semester of FY 05 has been just about at budget in credit hours so the hope is that the Spring 2005 credit hours and the applicable tuition dollars will exceed the budget. If so every attempt will be made to reach and exceed this goal. The student credit hours have increased over the last several years in the following manner:

<table>
<thead>
<tr>
<th>FY</th>
<th>Credit Hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>125,899</td>
</tr>
<tr>
<td>2001</td>
<td>131,754</td>
</tr>
<tr>
<td>2002</td>
<td>136,997</td>
</tr>
<tr>
<td>2003</td>
<td>143,682</td>
</tr>
<tr>
<td>2004</td>
<td>143,927</td>
</tr>
</tbody>
</table>

*Credit hours are listed by the University before any withdrawals occur.

The biggest financial issues facing the IU School of Liberal Arts are the leveling off of credit hours and thus income, the increasing expense of the IUPUI Campus cost allocation and the lowering of state appropriation dollars. For FY 04-05 even with the tuition increase the IU School of Liberal Arts has a smaller budget than it did in FY 03-04. This is due primarily to the state appropriation allocation and cost allocation problem. The IU School of Liberal Arts is one of the campus Schools that has an upside-down relationship between state appropriation dollars and cost allocation revenue. That is the cost allocation exceeds the state appropriation dollars. For FY 04-05 the difference has grown to a negative ($3,295,721). See the graph below.
The university assessments or cost allocations and state appropriations for the last four years are listed below.

<table>
<thead>
<tr>
<th></th>
<th>FY 2002</th>
<th>FY 2003</th>
<th>FY 2004</th>
<th>FY 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriations</td>
<td>$12,253,060</td>
<td>$12,290,515</td>
<td>$11,460,192</td>
<td>$7,058,796</td>
</tr>
<tr>
<td>University Assessments</td>
<td>($12,465,912)</td>
<td>($13,049,338)</td>
<td>($13,957,494)</td>
<td>($10,354,517)</td>
</tr>
</tbody>
</table>

This puts the I.U. School of Liberal Arts in a huge deficit that must be covered purely through additional tuition dollars, ICR dollars, or other income. The last two sources of income are not significant enough to cover the growing difference in appropriation dollars and cost allocation (assessment). How is this problem solved? One approach is to too incrementally put a hold on the cost allocation for the IU School of Liberal Arts and the other schools in the same dilemma or increase the state appropriations allocated to the IU School of Liberal Arts by a larger dollar amount than the cost allocations. This may take several years to reverse the upside-down relationship referenced above but it would help to ease the financial stress that currently exists. A second approach would be to increase the appropriation dollars allocated to the schools with growth but this would only work if the dollar amount in state appropriations to those schools exceeded the cost allocation charged to those schools. If the IU School of Liberal Arts had a flat growth rate, this would not ease the current situation.

Another expense that is noteworthy is the following:

The IU School of Liberal Arts is continuing to work with the IUPUI Campus Administration concerning a deficit that one of the Schools Centers, the Polis Center had developed dating up to FY 02. A five year payback plan has been developed and implemented and the payback plan is currently on target to reach its goal. Over $1,350,000 has been paid back at this point in time.

In order to control costs the following steps have been implemented.

1. With the goal of controlling costs and providing as much of a salary increase to faculty as possible for FY 2004-05, departments were held flat in relation to supplies and expenses, travel, etc. for the third straight year. This can not continue as the budgets are beginning to suffer accordingly as expenses increase.

2. The authorization of new tenure track faculty positions has been limited.

3. Departments with retiring faculty have not been allowed to automatically replace these faculty members. Replacement has been selective, based on School and Department needs.

4. The School has implemented a salary cap for summer teaching. Traditionally faculty could earn up to 20% of their ten month salary by teaching two additional courses in the summer. The total salary for summer teaching is now capped at $12,000. Virtually all faculty will continue to receive 10% of their annual salary for one course taught in the summer. But for those faculty teaching a second course who earn more than $60,000 per year (ten month), they will receive additional funds for a second course only up to the maximum of $12,000.

5. The minimum enrollment for a summer course has been raised to 15 students.

II. Brief Report on use of campus reallocation funds received during 2003-04:
The I.U. School of Liberal Arts received $155,350 in reallocation funds during FY 2004.

Reallocation Plan

For 2003-04, the School of Liberal Arts received support for the hiring of one faculty member (salary $97,000; fringe $40,578).

For 2003-04, the School also $12,772, in support of one Trustees Lecturer.

Other Question(s)

How do you plan to maintain/increase quality in the face of diminishing resources? What processes do you have in place to do this, for example, how are faculty involved in decision-making?

Faculty were integrally involved in the development of the FPAC report in 2003-04, through an enlarged "Resources and Planning Committee," a committee of the Faculty Assembly. Among the suggestions in that report, we have implemented the following:

A. Raising the minimum enrollment for summer courses to 15 students. We projected that this will save the School $110,747 each summer ($1,107,470, cumulatively). Unfortunately, because of difficulties with enrollments, we actually lost money in Summer I and Summer II, 2004. It is possible that we lost less money than we would have had the new minima not been implemented.

B. The School has set a salary cap of $12,000 total income from summer teaching salary, at present, full-time faculty are paid ten per cent of their annual salary, per course, for summer teaching. A "total" cap of $12,000 would allow all full-time faculty to receive ten per cent for their first course taught in the summer and then, for a second course, funds up to a maximum of $12,000. Cumulatively, over ten years, this would save the School of Liberal Arts $401,827.

C. In consultation with the Resources and Planning Committee, Liberal Arts is considering another change in summer salaries. Instead of a maximum of $12,000, we may adopt the following pay scheme, per course: Lecturers, $3,000; Senior Lecturers, $3,500; tenure track faculty, $4,500. This will provide more savings than the scheme adopted under "A".

The Dean's office continues to work with the Resources and Planning Committee to address this issue.

How do you cultivate a climate for diversity -- how do you recruit, develop, and retain diverse students, faculty, and staff? How do you incorporate diversity in the curriculum, in research, in civic engagement?

These issued are also addressed above, under 'Goal 9: Promote a diverse faculty, staff, student body, and curriculum in the School of Liberal Arts," so comments here are brief.

As noted, we define diversity broadly, to encompass the many complexities associated with people, including race, ethnicity, gender, sexual orientation, age, and religious identification. In support of this we have added a step to our hiring process by which we consult with an authority on enhancing a diverse pool of candidates. In addition, the School is undertaking a search for the Millennium Chair of Liberal Arts, who teaching, research, and civic engagement expertise address the "African American Experience."
Five years from now what proportion of your faculty do you expect to be in the following categories: tenure track faculty, clinical faculty, research faculty, lecturers, or other academic specialties (percentages should total 100%)?

Tenure track: 75%
Clinical: 0%
Research Faculty: 0%
Lecturers: 25%

Please prepare an EXECUTIVE SUMMARY of no more than one page summarizing your most significant accomplishments of the past year (including items from the period from July 1, 2003 to the present) and the major initiatives you plan to undertake in 2004-05.

Accomplishments:

Sandra Petronio, Professor of Communication Studies, IU School of Liberal Arts, received both the International Association for Relationship Research (IARR) Book Award (2004) and the Gerald R. Miller Book Award (2003) for her book titled Boundaries of Privacy: Dialectics of Disclosure.

The Department of Economics hosted the 2004 Midwest Theory and International Trade Conference, April 30 - May 2.

Professor Ulla Connor, the Barbara E. and Karl R. Zimmer Faculty Chair in Intercultural Communication, with staff from the Indiana Center for Intercultural Communication (ICIC), developed software that is providing language instruction for faculty and students at Kabul University, Afghanistan. ICIC also provides training in English and business communication skills for officials from the Ministry of Finance of the People’s Republic of China, and students from Tsuda College, a private women’s college in Tokyo, Japan.

The Polis Center of the IU School of Liberal Arts launched the National Outreach Mapping Center, which it created and manages for the National Library of Medicine, one of the National Institute of Health.

Teaching and Learning

The Center on Philanthropy, of the IU School of Liberal Arts, recruited the first cohort of seven students for the Ph.D. in Philanthropic Studies and celebrated US News & World Report showing IUPUI nonprofit management programs ranked third.

The American Studies Program, IU School of Liberal Arts, inaugurated a semester-long exchange program with the School of Arts, Design and Technology of the University of Derby, UK.

The Schools of Engineering and Technology and Liberal Arts collaborated to create an innovative dual degree program, in Engineering and German. Students master International Engineering and the German language.

A new MA degree in Museum studies was approved by the Commission on Higher Education. Students. The four curriculum tracks are: museum education, exhibition development, administration and collections care. This is part of the Public Scholars of Civic Engagement initiative.

Professional/Civic Engagement

The Urban Archaeology Project, Directed by Paul Mullins, Associate Professor of Anthropology, began a collaborative project with Indianapolis Public Schools and the Indiana State Museum to help teachers use archaeology in the classroom and interpret the history of the state. Funding from the National Science Foundation and IUPUI funds provided support.
involve students in archaeological research across disciplines. During the summer of 2004, the first field phase was conducted at Arsenal Technical High School.

On April 2, officials from NASA and NOAA (the National Oceanic and Atmospheric Administration) were joined by more than 200 middle school contestants in the State Geography Bee for the dedication of the Peirce geodetic monument, in honor of Charles Sanders Peirce. His writings are the subject of the Peirce Edition Project, which is housed in the Institute for American Thought.

The Polis Center of the IU School of Liberal Arts released an eleven-part video series, Faith & Community: The Public Role of Religion, as part of the Public Teaching phase of its pioneering Project on Religion and Urban Culture. Hosted by Ossie Davis, the series has received a Gold Aurora Award in the International Competition for Excellence in the Film and Video Industries.

Recognition of Faculty, Staff and Students in Liberal Arts

Internationally recognized scholar William Schneider, Professor of History in the IU School of Liberal Arts, was appointed as the first holder of the Constance M. Baker and Robert S. Ort Chair in International Healthcare Philanthropy.

Robert Barrows, Associate Professor of History, was honored with the “2003 Hoosier Historian Award” in recognition of his distinguished contributions to the world of historical scholarship and affairs and activities of the Indiana Historical Society.

The IUPUI Jaguar Speech and Debate team qualified for the National Forensics Association Forensics National Championship Tournament, under the direction of Al Atkins Jr., assisted by Paul Porter, both of the Department of Communication Studies, IU School of Liberal Arts.

Initiatives in 2004-05

The School of Liberal Arts is conducting its first external search for an endowed professorship, the Millennium Chair of Liberal Arts. The School seeks a scholar of the African American experience who can complement the research, teaching, and civic engagement associate with the Institute for American Thought, the American Studies Program, and the African American & African Diaspora Studies Program.