

# Mission Differentiation at Indiana University



## **EIGHT CAMPUS IDENTITIES, ONE SHARED DESTINY**

**Final Report of the Mission Differentiation Project  
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**INTRODUCTION:** Mission differentiation has been practiced informally on Indiana University campuses for decades, but without the articulation of goals in relation to mission clarity and the accomplishments of the campuses. Mission differentiation was formally declared as a priority for IU, and established as a project with a defined timeline, by President Adam W. Herbert in his first State of the University address in the fall of 2003. The project was subsequently reviewed and approved by the IU Board of Trustees and launched in early 2004. This report discusses the process by which the project progressed, the context in which IU has undertaken mission differentiation, and concludes with specific findings and recommendations from campus-level conversations and more than a year of project research. This report is directed to the attention of President Herbert, with gratitude for his vision and support.

## **I. Mission differentiation in a national context**

Mission differentiation is not a new concept or a new practice. Although “mission differentiation” has achieved currency in higher education only recently, it has existed in the form of “tiered” state systems of higher education, and in large state universities that assign levels of mission to groups of campuses within the university. Most recent mission differentiation projects that have received considerable national attention include Florida and Missouri, in which large state systems realigned the missions of every public campus in the state. In both instances, there was significant controversy about the process, but ultimately the results clarified campus missions and, in a couple of instances, caused major shifts in the profile and mission of some individual campuses. In the Missouri project, there was both “carrot” (additional state resources) and “stick” (state mandate to undertake the project) applied externally to the universities, thus making the concept more appealing to the institutions, and the results perhaps more dramatic than they might have been otherwise. What was unusual about these two projects was their global nature, encompassing every public institution of higher education in the state. Most mission differentiation projects are more similar to what Indiana University has undertaken. For example, Arizona State University recently realigned its main and regional campus missions under the direction of a new president. Closer to home, Ball State University underwent a significant realignment of its mission, with the concurrence of the state, essentially driven by its own needs and ambitions.

As the competition for limited state resources intensifies, it is essential that every publicly supported higher education institution define the distinctive contributions it is making in return for the level of state investment, therefore mission clarity is essential for public sector institutions. The results from mission differentiation projects lead to clearer foci for each public higher education institution, clearer articulation of service roles among institutions within the state, and a better understanding of strategic growth in institutional areas of strength. These projects also communicate to both policymakers and citizens what the purposes of the different institutions of higher education are, and how those purposes can be relevant and useful to state needs and expectations. It is critical, therefore, that we study and learn from the mission differentiation experiences in other states.

## **II. The context in Indiana**

In recent years, state policymakers have demonstrated a desire to move away from the traditional main campus-regional comprehensive campus model toward a state system of higher education that includes a much more prominent role for the new community college, seamless transferability and articulation across all public sector campuses and institutions, and a more delineated “tiered” system than had been in place in Indiana in the past. These moves by state education leaders are intended both to save resources for the state and to more closely align Indiana with higher education systems in some other states, where a large percentage of the college population enter community colleges. The Herman B Wells-created model of establishing smaller Indiana University baccalaureate campuses in several cities across the state is now seen by some as, at best, only a piece of the solution that is needed for Indiana’s higher education system.

Without question, Indiana has undergone perhaps as much change in the focus of its workforce needs as any other state. Heavily dominated by farming and manufacturing for most of its first 160 years, the state was one in which a college education was only required for those who wished to undertake practice in certain professions. It was, for most Hoosiers, not necessary for earning a good living. Since the economic shift away from manufacturing that began in the 1970’s and accelerated during the era of globalization in the 1990’s, Indiana has begun to look at itself as a state that has an essentially undereducated population. The proportion of Hoosiers with a college degree is much lower than in other states, though in recent years rising participation rates suggest that over time, Indiana will make significant gains in that statistic.

A dramatically changing Indiana – indeed, a state, which needs and wants such a change – suggests that this is an excellent time to review the missions of each of Indiana University’s campuses. Toward that end, there is unprecedented attention to the idea that research at universities can fuel state economic development and job growth; that university campuses have resources that can do more than merely educate the population. Thus, policymakers and business leaders want to be assured that all opportunities for economic growth-related research at IU are being addressed.

At the same time, not every IU campus can be primarily research-based and some potential students must look elsewhere – to access, diversity, applied research, and local and regional service, among other concepts – for the ideal niche. IU is fortunate to be conducting this review and realignment during a period of peaking projected high school enrollment, meaning that the campuses should be able to expect sustainable student populations while they re-orient their missions to serve their respective regions and the state to the highest and best levels.

## **III. Statewide initiatives impacting Indiana University**

Although the change in political party leadership of both the executive and legislative branches of state government after the 2004 elections may alter the state context, it is worth noting that several key state initiatives have had and will continue to

have significant influence on Indiana University over the next several years. IU must pay close attention to the course of these initiatives to ensure that the university meets the needs of the state, in the context of meeting its educational mission, and that the state understands how the university can best assist the state in meeting its challenges. It is clear that the competition for state resources in which Indiana University is engaging – let alone that which higher education faces versus the rest of the state’s needs in a time of huge budget deficits – will be severe. Mission differentiation and clarification will surely help IU demonstrate to the state that it understands its own campuses extremely well and that in each case there exist a clear map of future development.

Current statewide initiatives include:

1. The Community College of Indiana, which will soon blanket the state with general education courses and a comprehensive menu of associate degrees, operating in every community in which IU has a campus;
2. The Blueprint for Education from the Commission on Higher Education, which foresees the Community College as the chief point of access for a great many students, even of traditional age, throughout the state. The blueprint, embraces research missions and focuses on retention and graduation – two major concerns of Indiana University – but also seeks to lower the proportion of the state’s students enrolled at both research and regional campuses, as opposed to community colleges;
3. The Education Roundtable deliberations, which are yet to be concluded, are designed to bring a focus to the entire educational spectrum, P-16, with an emphasis on serving *employer* needs of the state;
4. The Reilly Commission on Efficiency, which recently called for a new funding model for IU-Bloomington and Purdue-West Lafayette that would significantly increase dependency on gift and grant income;
5. Core 40, the set of high school courses now recommended by the Commission for Higher Education for all college-bound students in Indiana, which should result in a better prepared freshman class, but which might make college access more challenging for others;
6. Proposed changes in the State Student Assistance Commission of Indiana, which would link state need-based aid to the completion of Core 40, the ramifications of which have not been fully studied.

#### **IV. Project Methodology**

The basic methodology of this project included various means of data gathering and analysis. The earliest stages consisted of contextual research. Former team member Marsha Roberts gathered materials from across the nation, both theoretical and practical, on the subject of mission differentiation and the results of various mission differentiation projects carried out in several other states. Dr. Roberts also conducted research into the history of mission statements at Indiana University, discovering how often these had

evolved on each campus informally but how seldom they had been altered formally through the Board of Trustees and the Indiana Commission for Higher Education as the campuses evolved and matured.

Subsequently, data were gathered from campus officers as well as from the University Budget Office, which both collects institutional data and reports those data to state government and to the federal IPEDS project. The IPEDS common data set provided standardized data for each campus including degrees awarded, graduation rates, cohort persistence, student body quality, diversity, faculty, student and staff profiles, budgets related to instructional, research and service sectors allocations, etc. Other elements gathered for this project included campus vision and value statements, strategic planning processes and documents, tenure and promotion criteria, mission statements, articulation agreements, and outreach programs.

In addition to the data collection and analysis, IU Southeast Chancellor Emeritus F.C. Richardson conducted one-on-one meetings with campus chancellors and members of their executive staffs throughout the summer of 2004 to discuss the scope of the project and the opportunities it provided for their campuses. Several campuses requested additional meetings with Richardson and the MDP team and/or used phone conversations and e-mail exchanges to clarify questions and data elements. Each campus focused considerable attention on the six key questions developed by the Mission Differentiation Project. These questions reviewed the campus admissions policy and practices, scope of degree offerings, remedial course offerings, research focus, characteristics and practices that tie IU together as **one university**, and areas of focus for defined excellence. Each campus was expected to provide a written response to these questions. Each campus was also expected to provide a mission statement that could be approved by the president, the Board of Trustees and the Indiana Commission for Higher Education (ICHE). The team's earlier research had noted that most campuses had created mission statements relatively recently, but only IUPUI had submitted its mission statement to the Board of Trustees for formal approval; and none had submitted mission statements to the ICHE for approval since 1994.

The final method of information gathering included a series of campus conversations. Each campus sponsored structured conversations in such a way as to allow a broad based discussion of the six questions among faculty, students, community leaders, and advisory board members. These conversations were recorded and transcribed. Initial campus conversations included a review of the six questions and any other topics the campuses wished to raise. Both IUB and IUPUI requested follow-up conversations to include a wider array of constituents and to refine draft responses.

## **V. Currently approved mission statements**

A longer document discussing the context, background and history of approved as well as unapproved by current "operative" mission statements appears in the appendices of this report. Project staff was surprised to learn early on that the approved missions of the IU campuses dated back at least to 1994. Within the Indiana higher education system,

a mission statement is not deemed official until it has passed the campus faculty senate and chancellor, the president, the IU Board of Trustees, and the Indiana Commission for Higher Education. Although each campus had updated its mission statement at least once since 1994, none had been submitted to the commission, and only one, IUPUI, has been approved by the trustees. Accordingly, if for no other reason, mission differentiation provides an opportunity for updating of campus mission statements and formal approval by the authorizing bodies.

The 1994 mission statements envisioned that IU-Bloomington and Purdue-West Lafayette were the state's research campuses; that IUPUI would be the state's large urban university; and that all IU and Purdue regional campuses would serve their regions with baccalaureate and select master's programs. No emphases, directions, areas of excellences or niches were identified in any of these statements for any of the campuses. In effect, these documents, though called mission statements at the time, do not suffice as mission statements in the way that the project team understands them. While they provide some parameters for campus activities, they lack focus, clarity and direction. The MDP team's concept of a mission statement is that it should clearly state what the campus is, what it does, and how it will know when it has been successful. Such a mission statement for each campus will make clear the rationale and appropriateness of each campus's actions, be they requests for housing, requests for new degree programs, scope of faculty hiring plans, or creation of capital fund plans, to name a few examples.

A final concern about the history and context of IU's missions concerns peers. The MDP staff found that peer campuses recommended by the state's consultant, NCHEMS, earlier this year, matched few of the peers recommended by the campuses, the university, or the Board of Trustees.

Further, most of the peers put forward by the campuses were either aspirational in nature or academically dissimilar to the campuses. One recommendation this report will make is that the campuses and the university more carefully identify peers, perhaps three present-day equivalents and three aspirational, taking into account the nature of the region served, the size of the metropolitan area in which the campus is located, and the mix of programs on the campus. (For Bloomington, the peers should focus primarily on institutions of similar quality and with as similar a program mix as is possible.) A well-understood and formally approved set of peers would enhance program planning as well as internal and external communications, and would provide another tool for comparative evaluation of performance.

## **VI. A brief history of Indiana University**

Founded in Bloomington in 1820 as the Indiana State Seminary, "Indiana University" and the Bloomington campus were synonymous for more than a century. During the first half of the 20<sup>th</sup> century, "extension centers" were established in various cities and towns across the state. These were advanced toward becoming regional campuses by IU's legendary President Herman B Wells, who resisted the idea of community colleges, preferring to uphold the idea that all Indiana citizens should have

the opportunity for a comprehensive, four-year liberal arts education of high quality, even if they were both place-bound and of modest means. The IU regional campuses became degree granting in the 1960's and began taking steps toward independent campuses throughout the 1960s and 1970s. In 1969, the institution that is now IUPUI was created and located on West Michigan Street. Over time, its current component parts moved from other areas of the city to the West Michigan Street location. When the Herron School of Art relocates to the core IUPUI campus in 2005, the consolidation of all IU, and Purdue, operations in Indianapolis to the IUPUI campus will be complete.

In the 1970s, the concept of "core campus" schools --- which have equal standings between Bloomington and IUPUI, though different program emphases at each location -- was adopted. Currently the Schools of Business, Education, Informatics, and Journalism are designated as core campus schools. Schools that have a presence on more than two IU campuses are referred to as "system" schools. Currently allied health sciences, continuing studies, medicine, nursing, public and environmental affairs, and social work are designated as system schools. Some of the major challenges facing the university have to do with how the core schools and systems schools are servicing the needs of the regional campuses by preventing duplication of expensive programs while at the same time addressing the needs of various regions of the state served by IU.

Since 1970 the IU student enrollment has increased from 58,500 to over 99,000 or more than 69 percent. Most of that enrollment increase has been at IUPUI and the regional campuses (over 55 percent). All the IU campuses except two currently have enrollments that would enable them to become public sector comprehensive campuses. IUPUI has the enrollment, the presence of all the core and system schools and infrastructure in place of an urban university.

Some of the unifying features that tie IU campuses closely to the idea of a single university include: shared payroll, unified business functions, the student registration system, student financial aid, human resources management and training, purchasing, architecture, facilities development and management, and other management systems; a common inventory of courses (the Master Course List) from which any campus can draw; all-university faculty organizations such as UFC and FACET; university-wide tenure standards and approvals through the office of the senior vice president for academic affairs; and shared resources for faculty research and information technology.

Of all the unifying features shared by IU campuses, probably the most important is the history of the development of the Indianapolis and regional campuses. Each grew organically out of the core idea of Indiana University itself. The core values of shared governance, faculty scholarship as the cornerstone for student learning, and faculty pride in the accomplishment of its graduates served as guideposts for the development of the other IU campuses. This close connection to Bloomington was facilitated in part because early appointments to regional campus faculties were through Bloomington departments, and many of the early appointees were Bloomington Ph.D. graduates. This historical development differs dramatically from that of many other states, where disparate groups

of colleges (mostly teachers colleges) were knitted together into unified “university systems,” such as the University of Wisconsin system.

In recent years, as the regional campuses have continued to mature, and IUPUI has become an increasingly significant player in national higher education circles, graduate programs have grown at almost all campuses, and some of the regional campuses have created off-campus centers. How these will grow and whether any of the larger learning centers will become independent regional campuses themselves remains to be seen, though analysis during this report did indicate that one center, IUPUI-Columbus, now meets the official state (ICHE) criteria for a separately established campus. Indeed, Columbus, though still officially an IUPUI center, now boasts off-site centers of its own. In the future, the University must be more intentional and deliberate about the establishment of new centers and its plans for growing them into campuses. At the present time, other than at Columbus, no other sites approach the conditions necessary to be considered for campus status.

## **VII. Recurring themes that emerged during the project**

Although the IU campuses have diverged in many ways over the past two decades, several issues were common to most campuses. Therefore, instead of repeating these issues in the discussion of each campus, they are summarized here as generally applicable to the operation and concerns of all IU campuses.

**A. Effectiveness of system and core schools:** One common theme at each campus conversation centered on the challenge of meeting regional needs related to both new undergraduate and advanced degree programs. Since many of the chancellors serve on regional economic development councils, additional degree offerings in health care, education and other fields became a hot topic of discussion. The need for master’s degrees or applied doctoral degree programs was frequently mentioned. Community leaders in the regional communities consistently viewed the IU regional campuses as trusted sources for providing needed high quality graduate degrees. The responsiveness of other higher education institutions in various regions of the state --including the fast-growing private, for-profit sector -- raised serious questions about the willingness of Indiana University to be responsive to regional community needs.

A central question arising from these conversations is the willingness of the Indiana University core and system schools to provide guidance and assistance in meeting the needs of the regional campus communities. There is some desire to consider collaboration with other public institutions to offer degrees in a region if the core (or system) school is not interested in providing a timely response to documented need. This is especially true when other public institutions are in closer proximity to the regional campus than the system or core school. The campus conversations were very clear about a limited, region-specific need for graduate programs, and especially about applied degree offerings. The history of cooperation and coordination from the system or core schools varied with each regional campus. The regional campuses would like more cooperation and attention to these issues. In some cases, there was a clearly perceived

conflict with either Bloomington or Indianapolis over the right to establish and/or grow certain academic initiatives. Simply put, some campuses, especially those geographically furthest from Bloomington and IUPUI, believe their ability to meet community needs is being constrained by the core campuses. At the same time, many spoke of the advantages of core and system schools in the sense that they enable faculty who are not at Bloomington or IUPUI to participate more fully in the life of Indiana University than would otherwise be possible. For example, SPEA faculty at IUN and IUSB value their ability to sit on doctoral dissertation committees of SPEA graduate students at the core campuses. This is viewed as evidence of **one university with multiple campuses**.

**B. Student housing:** The desire for student housing is an expressed goal for most regional campuses. There is a prevailing view that on-campus housing would provide legitimacy to the campus, help improve its image, help improve retention and graduation statistics, and better position the campus to compete with other postsecondary institutions in their region. It was apparent that some of the regional campuses have considered on-campus housing options in the past but were limited by university administration on cost considerations and/or the perception that regional campus housing would introduce competition for the same students with Bloomington. There was no clear preference for a certain type of housing, only a consensus around the need for on-campus housing to strengthen the campus identity and respond to student needs. Some campuses have explored the possibility of private apartments on campus through cooperative arrangements with long-term leases and externally funded buildings, but the university has not been receptive to this approach. Some thought that the flagship campus model of a high-end, long-term physical plant (such as the long-lasting limestone buildings that dominate the Bloomington campus) especially limits the housing model for regional campuses. If weighing the cost of building campus housing relies on an older and expensive model of brick or limestone, then the cost recovery plan is limited. A new model of on campus housing employed by many colleges across the country (20-year replacement type of housing rather than a 40-year refurbishment model) might be a worthy discussion item for the university.

Because of the many educational, service and support issues that accompany campus housing, the MDP team recommends that a set of clearly established criteria be met before a campus is authorized to add housing. (Currently, the only statewide limitation is the ICHE's recommendation that housing at regional campuses be limited to a maximum of 10% of campus enrollment.) At IU, the criteria should include: a documented need for housing; a student market that is sustainable over time; a consideration of the educational impact; a consideration of the impact on retention and graduation rates; that ancillary services (food, security, student life, etc.) be self supporting; and that the debt service incurred not exceed the debt ceiling of the campus. Above all, the decision to include housing on a campus must be driven by educational needs.

**C. Research environment and infrastructure for faculty research on regional campuses:** While many regional campus faculty correctly perceive that the research and scholarship requirement for faculty relate to the undergraduate teaching and regional service mission of the campus, some expressed the opinion that research expectations for

regional campus faculty should be, and in fact are, the same as for Bloomington faculty. While research and professional development are clearly important and should be encouraged on regional campuses, the latter perception is a serious impediment to achieving proper regional campus focus on mission.

IU Bloomington is a research campus with a statewide, national and international research mission, offering a full array of doctoral programs with a research infrastructure that includes sophisticated facilities, equipment, libraries and museums, technology and support staff, and faculty teaching loads that reflect its basic research mission. Bloomington faculty are expected to secure significant external funding support for research, and that also support graduate students and post-doctoral researchers. IUPUI is, on the whole, a less purely research-oriented campus than Bloomington, but it is classified as a research-intensive campus with significant programs in the liberal arts, professional fields and the health sciences, and boasts a national reputation for research in some areas. It has extensive infrastructure for research and significant external support for its research programs, especially in the health sciences and technology.

None of the regional campuses has this type of mission, and no comparable research infrastructure is in place. The Indiana Commission for Higher Education has indicated in its policy statements that the state of Indiana will not support the development of extensive additional research infrastructure for public sector campuses beyond IU Bloomington, Purdue West Lafayette, and IUPUI. In its policy document Programmatic Vision For The IU Regional Campuses (April, 2002) the ICHE said the mission of IU regional campuses is to be responsive to the educational needs of each region by providing an appropriate range of high quality degree programs and other educational services typically expected of an excellent, comprehensive, master's level institution. It noted that master's degrees offered at regional campuses will be responsive to regional educational needs and will usually be related to existing resources, capabilities, and special expertise; and that regional campuses will make post-master's level graduate education accessible within their regions by forming partnerships and cooperative arrangements with IU Bloomington, IUPUI, or other appropriate institutions that offer those programs.

The MDP team notes that the IU research environment is a critical element in recruiting and retaining good faculty at all eight campuses. Research expectations must occur within the context of the mission of each campus and should not have the effect of shifting resources away from teaching. In fact, research and professional development activities are critical to quality teaching, and the MDP team recommends that current university policies relating to research release time for faculty, which is different for Bloomington, IUPUI, and the regional campuses, be clarified and reaffirmed for all IU campuses by the office of the executive vice president for academic affairs.

**D. Graduate education:** Each campus wants more graduate instruction to be delivered. At several sites, the demand for graduate education appears to emanate not just from the concept of an expanded mission and potential growth, but more significantly and substantively from the community itself. The Ed.D. in education is frequently mentioned,

as are the M.S.W. in social work and the M.S. in nursing, as an immediate need. IUPUI desires additional graduate degrees at both master's and doctoral levels, which are linked to IUPUI's academic strengths in the health sciences, philanthropy, liberal arts and the professions as they relate to the urban environment of the city of Indianapolis. They are particularly interested in interdisciplinary programs that build upon their strengths in the health sciences. Whether these new degrees will be supervised by core or system schools, delivered by Bloomington or Indianapolis via distance learning, spawned independently and delivered locally, offered in collaboration with another institution, or some combination of the above, are all options. Certainly new independent programs would indicate a modification of the 2002 "Programmatic Vision" document mentioned above, which was signed by all the regional campus and IUPUI chancellors. Nonetheless, IU should take control of this issue to the benefit of all parties, especially community needs and present and future students of Indiana University. Guidelines for when conditions exist that require the creation of new graduate programs should be created, and in some cases, these programs need to be launched fairly quickly. At the same time, care must be taken to assure that IU is not undertaking expensive new degree programs that duplicate ones it already has.

**E. Inter- and intra-university transfer:** Both state and IU mandates, and other conditions relating to student choices, have increased the number of students transferring both within the university and from other institutions in the state to IU. The Community College is expected to generate thousands of transfer students to all IU campuses, and each campus must prepare for that eventuality, both fiscally and in terms of providing the appropriate student services for those populations. Within IU, all courses (with a few approved exceptions) are now supposed to be seamlessly transferable across campuses, though implementation of that goal has been slower than expected. IU must be committed to facilitating transferability and must be sure to provide proper academic advising to students contemplating transfer from one campus to another. Interestingly, the data show that students are equally likely to transfer from Bloomington or IUPUI to a regional campus as they are to transfer from a regional campus to IUPUI or Bloomington. Ultimately, the goal for the academic transfer, be it of a single course or of an upper-level student, should be academic success. In some cases, campuses did not seem to have given enough thought to the likely increase of transfer students or to have set up appropriate mechanisms to maximize student success.

**F. The impact of phasing out associate degrees on regional campuses:** The decision by the Indiana Commission for Higher Education to restrict and reduce the number of associate degrees offered by the regional campuses might be in the best long-term interest of the state, but could have severe short-term implications for the campuses of Indiana University and the communities they serve if applied too swiftly or stringently. The mission of each of the regional campuses, and clearly the reason for their initial creation, was to serve the needs of their region.

All the regional campuses have developed over the years into relatively mature institutions. But, to assume that each campus is at the same level of maturity and therefore can make quick adjustments in public policy would not be true, nor would it

follow that the needs of each region are the same. In fact, the very concept of mission differentiation suggests that a statewide decision on where all associate degrees do or do not belong is simply not workable. For example, in 2003, less than one percent of the degrees conferred by Indiana University Bloomington were associate degrees. However, almost 35% of the degrees awarded by IU East and IU Kokomo were associate degrees, with a range from 12% at IUPUI to over 30% at IU Northwest and IP Fort Wayne; IU Southeast was almost 15% and IU South Bend over 17%. Elimination of associate degrees can be an ultimate goal, but timelines for each campus must be adjusted to the needs of the region, the ability of other institutions to pick up those degree offerings, and the expansion of bachelor's and master's degree offerings at each campus to complement the development of the Community College. In addition, collaboration with faculty at the Community College must continue in earnest so that the quality of their associate degrees allows for ease of transfer. In a few cases, while many on the IU campuses were ready to relinquish particular associate degrees, it was felt that the local Community College simply is not ready to assume these programs at the present time.

There is also the question of the state funding formula tied to enrollment. To eliminate associate degrees and move away from a significant revenue source will require a commitment from the state to support the desired maturation plan of each institutional mission. Clearly, there is a need for an increase in state support to assist in the transition. This investment would benefit each region, its citizens, and the institutions involved in the transition. Ultimately, the decision to remove associate degrees from Indiana University must be linked to quality, cost and timeliness considerations. If IU is to phase out a program, the community must not be deprived of the ability to have that program at the same level of quality to which it has become accustomed.

**G. Collaboration among campuses:** Courses and programs with low enrollment are often deemed inefficient use of scarce resources, and in today's environment, that can make them candidates for elimination. Such elimination can occur at the campus, university, trustee, or state commission level, and it behooves Indiana University to utilize its extensive distance learning technologies to ensure that low-enrollment programs that offer important opportunities for place-bound students be maintained. This can be done via resource (faculty) sharing across campuses – sometimes from Bloomington and IUPUI to the regional campuses, but often across two or more regional campuses. Some smaller campuses will not be able to offer some essential programs to place-bound students unless a collaborative approach is used by the university.

**H. Admissions requirements:** Data demonstrated, and statewide conversations reinforced, the need to change IU's "one size fits all" admissions policy, which really reflects IU Bloomington's admissions standards more than it does those of IUPUI or the regional campuses. Each campus should, subject to approval by the senior vice president for academic affairs, the president and the Board of Trustees, be able to establish its own admissions policy. Currently, some campuses admit more students as "exceptions" to the IU admissions policy than they do as "regular" admits. The admissions policy should be a central element in defining the nature and mission of a campus, and should be a communications tool to prospective students, not a source of misinformation and

frustration, with many students being admitted as exceptions. While each campus policy must assure that admitted students can successfully complete college work, there must be some flexibility in relation to the regional population to be served by the campus.

**I. Full diversity:** Accomplishments in this area vary from campus to campus, but on each there was an expression of significant commitment by campus leadership and faculty to institutional diversity goals. The concept of “full diversity” suggests that all aspects of diversity – racial, ethnic, gender, etc. – are considered and set as goals, and that diversity is not applied to only one population but to all. Therefore, while it might be excellent news, for example, that one campus has a highly diverse adjunct faculty, if there is little diversity in the student body, support staff, or tenure track faculty, that campus is not succeeding in achieving full diversity. In many cases student diversity far outpaces that of the faculty, a national problem, but one that each IU campus must find ways to solve. Full diversity must also include a diverse pool of women and minorities in university business and procurement activities. Some of IU’s efforts, such as Bloomington’s diversity hiring programs, are particularly impressive. All campuses must work together to share as many “best practices” as possible to achieve the goal of full diversity, which in the end should be about enriching the lives of all participants in the campus and community far more than it is about meeting theoretical goals.

## **VIII. Summary of findings from campus conversations**

Each campus, subsequent to the visits by the MDP team, responded in writing to the six common questions and in most cases attached a draft mission statement. These responses are included below. In each case, faculty, students, campus leaders, community members, and the project team achieved a frank exchange of ideas and positions. Perspectives between these groups varied significantly in some cases and not so significantly in others. Brief highlights of the conversations are summarized below:

***IU Bloomington:*** On this campus, the chief concern was the preservation of the understanding that this is the original, flagship campus of Indiana University, and that its role in serving the state, nation, and world through outstanding basic research, teaching and service remain intact. Deans and faculty viewed the IU Bloomington constituency as a global one and felt that Bloomington should always be the central location for original “pure” research, and for any economic development and state service that might arise out of that research.

***IUPUI:*** This campus has a clear sense as a great urban university, one of the nation’s fastest growing, with a responsibility to serve greater Indianapolis through a broad array of academic programs and community outreach. It has a well-articulated and commonly understood role as an innovator in teaching and learning, and as a leader in the Indianapolis community. In addition, the specialized niches of the campus are being built on the reputation of the health sciences and technology, and in response to key initiatives being taken by city of Indianapolis leaders. There is a fear at IUPUI that mission differentiation may be used to “rein in” a large, growing and successful enterprise that can become a major urban research university, but also a counterbalancing sense that

IUPUI has found its identity as an urban institution offering research and learning opportunities that would always be distinct from, and complementary to, Bloomington. The effectiveness of the core and system schools received differing reviews from different populations at IUPUI.

***IU East:*** This campus, IU's smallest, has two burgeoning outreach centers and a growing population of students from Ohio, a group which is expected to mushroom with the establishment of a new reciprocity agreement. Students were very articulate about the opportunities East offers to those who are either placebound or who simply want a smaller scale, more personal experience than is possible at IUPUI or Bloomington. The quality of instruction is thought to be high, and community leaders, while wishing for a wider array of degree offerings, praised the campus's role as servant of the community.

***IU Kokomo:*** This campus seeks a name change, suggesting "IU North Central." Because there is a "Purdue North Central," that particular name is potentially problematic, but the name change is not a merely cosmetic proposal. Knowing that the population of Kokomo proper is not expected to increase significantly, the campus has undertaken a variety of initiatives to reach out beyond the city limits and to serve a larger region. The campus has a good relationship with area leaders in education, government and business, and is looking to the south, where northward growth from Hamilton County suburbs is beginning to impact its region. As is the case with East, Kokomo is small enough that retention of a high enough enrollment to achieve campus sustainability is a key issue, especially with the development of the Community College and the potential loss of associate degrees.

***IU Northwest:*** This campus is still highly dependent on associate degrees and yet clearly of great importance to its community at the baccalaureate and master's level. IUN faces the most severe public sector competition in its region of any IU campus. Fortunately, it has a distinguished history and a large population from which to draw. The campus chancellor and the faculty differ on whether to move away from terminal associate degrees, though the issue might ultimately be more a matter of timing than of substance. Community leaders seek more cooperation and complementarity between IUN and the two northern Purdue campuses for the benefit of the communities served. There is a strong desire for more graduate programs including doctoral degrees, as the campus is so far from Bloomington and Indianapolis. Some faculty expressed the notion that the campus is a "basic research" campus and they do not want this to change. Finally, considerable interest exists in expanding across the Illinois line through a possible reciprocity project with the southern Chicago suburban areas that would enhance enrollment.

***IU South Bend:*** This campus seemed to have a strong sense of its identity and direction. It has progressed significantly toward a model that features virtually universal undergraduate student access to collaborating in faculty research. It has also identified areas of excellence, such as its school of arts, which it seeks to enhance and develop further. Like the other northern tier campuses, it feels strongly that it must develop independent applied doctoral programs. Like Southeast, it sees the community college

much more as a partner than as a threat. The construction of residential facilities is viewed as essential to IUSB's ability to respond fully to the educational needs of both domestic and international students. There is pride in the diversity of the campus, especially the relatively large population of international students.

***IU Southeast:*** A successful pioneer of reciprocity agreements, this campus is perhaps furthest along in defining its niche markets, which is primarily due to the availability of the Louisville higher education sector to its southern Indiana student population. The campus has a strong and stable enrollment pattern, a quality faculty, and a desire to grow at the undergraduate and graduate (master's) levels and by adding student housing and focusing on applied learning as a campus signature. It seems less concerned about the impact of the Community College on its enrollment than do most other regional campuses.

***IP-Fort Wayne:*** The MDP team visited IP Fort Wayne at the request of the IU-mission faculty there, who comprise a majority of the campus, even though administratively the campus is managed by Purdue University. The discussion at IPFW focused primarily on the delivery of graduate education in general and the Ed. D. in particular, and on what seemed to be a pervasive faculty fear that research would be curtailed if their mission is too narrowly defined in the mission differentiation process. Areas of excellence were discussed, and, uniquely, some faculty asserted that the campus's job is to be "all things to all people" in the Fort Wayne region. The sense of IPFW as a campus with a clear vision of itself and its future was strongly reinforced.

## **IX. Mission statements under consideration as of January, 2005**

As of January, 2005 all IU campuses have revised, or are in the process of revising, their mission statements for the purpose of submission for approval by the president, the board of trustees and the ICHE. These statements are contained in the materials submitted by the campuses.

## **X. Campus commentaries: observations and options**

An early product of the project was a set of brief, confidential campus analyses, which were shared with campus chancellors by F.C. Richardson during his summer 2004 one-on-one visits. Many campuses chose to update these documents, and subsequent to the campus visits and public conversations with the entire project team, the campuses produced commentaries and proposed new mission statements. These are appended. Based on these documents, its conversations, and its research, the MDP team makes the following recommendations for individual campuses.

***IU Bloomington:*** This campus shall continue to be the flagship of IU, and should discontinue associate degrees unless there is a unique need and ability to meet that need. The campus must be prepared to respond to the Reilly Commission report and any other research campus-related policies and proposals that might be offered by state policy makers. It is clear that state policy makers expect Bloomington to use its research

capacity to significantly aid state economic development activities. The campus must be more systematic in its response(s) to these publicly stated expectations than it has been in the past.

***IUPUI:*** This campus should continue its development as the urban research campus of Indiana University and the state. The core and system schools concept for terminal degrees should be continued and strengthened. IUPUI is now ready and should be permitted to offer selected Ph.D. and other terminal graduate degrees consistent with the environment of central Indiana and the strengths of the campus. This campus is clearly set for a future as the urban and medical science campus of the state of Indiana and of IU.

***IU East:*** This campus should focus its resources on baccalaureate and associate degrees consistent with the needs of the region and complementary to the capability of Ivy Tech and the Community College to offer associate degrees. Given its proximity to IUPUI, Ball State, and institutions in western Ohio, it should add master's programs that are offered on site in Richmond, but through collaboration with these other entities.

***IU Kokomo:*** The primary mission of the campus should be baccalaureate and selected graduate professional programs. Any new graduate program should be offered in collaboration with IUPUI, due to the proximity and the program strengths of that campus. There should be an orderly phase out of terminal associate degrees in relation to the development of the Community College. Consistent with the wishes of the chancellor and some of the campus constituents, the MDP team supports a name change for IUK.

***IU Northwest:*** The chancellor's concept of focus on Sustainable Regional Vitality and Cultural Discovery and Learning should be supported. A new School of Health and Human Services would create a desired destination for students in this region. This idea fits the niche of the campus and offers great promise, given the highly competitive context of the area. IUN should be encouraged to phase out its terminal associate degree programs and to continue its development as a baccalaureate institution with selected graduate programs. Cooperative programs with Ivy Tech and the two nearby Purdue campuses are also recommended to minimize duplication of public investments in the region. Any doctoral programs should be offered through core and/or system schools in collaboration with the campus.

***IU South Bend:*** This campus is one of the most mature; its faculty strength is very high; it seems to have a high degree of focus; and the proposed centers of excellence are especially promising. The campus is poised to introduce a broad array of graduate programs including those in the traditional liberal arts and in the professions. The concept of campuswide undergraduate research linked to faculty excellence is unique and exciting, and should be encouraged to develop fully. Any doctoral programs should be offered through core and/or system schools in collaboration with the campus.

***IU Southeast:*** Just across the Ohio River from the nation's 25<sup>th</sup> largest city, holder of a successful reciprocity agreement, with a strong faculty and the physical capacity to expand, IUSE is poised to become a more comprehensive regional baccalaureate and

master's level institution, taking full advantage of the niches available to it from the reciprocity agreement. Its proposed focus on "applied learning" as a signature for the campus should be encouraged. Any doctoral programs should be offered through core and/or system schools in collaboration with the campus.

*IPFW:* There is a high interest in research and in the advanced degree needs of the region. There has been significant enrollment growth in the past decade. Located in Indiana's second largest city, yet far away geographically from other large population centers, IPFW should be allowed to introduce a small number of specialist and doctoral programs to meet regional needs, especially if this is done in collaboration with IU Bloomington, IUPUI, or another institution.

*IUPU Columbus:* Founded in 1968, the Columbus center now enrolls nearly 2,500 students at the associate, baccalaureate, and master's (MBA) levels. It is now time to examine carefully whether IUPUC should be designated as a freestanding, separate campus managed by IU. Without this step, its programs might have accreditation challenges in the near future.

## **XI. Overall recommendations**

The following recommendations are made to the president to further clarify and differentiate the missions of the IU campuses and to improve their operations and efficiency.

1. The university admissions policy should be redesigned so that each campus has the freedom to create a workable policy for the population of students served by the campus in relation to its articulated mission.
2. Guidelines should be developed that outline conditions for the authorization of new graduate degrees on campuses beyond Bloomington and Indianapolis, including degrees offered in collaboration with core and system-wide schools. IU core and system schools should participate in the development and implementation of these guidelines.
3. Guidelines should be developed that allow for construction of student housing on regional campuses in concert with the ICHE stipulation that up to 10% of the enrollment may be housed on campus. Each campus must meet established tests for student demand, cost recovery, and mission relationship.
4. Working relationships between some vice presidents and campuses must be improved. The president should assure that all university vice presidents administer their areas in ways that enhance the campuses rather than restrict or constrain them unnecessarily.

5. IU should develop formal criteria for the establishment of new campuses, in conformity with written criteria by the ICHE, and then determine whether IUPU-Columbus should become an independent campus.
6. All IU campuses should establish institutional focus by answering the following two questions when constructing or revising mission statements: What do we do? What does success look like? Mission statements should be succinct and devoid of institutional values and vision statements.
7. All IU campuses should select a new list of peer institutions for approval by the president and board of trustees. At least three must be “true peers” with at least 60 percent common characteristics against which campus performance can be measured by demographic indicators; and no more than three can be “aspirational peers.”
8. The regional campuses and IUPUI should continue to implement the 2002 ICHE agreement PROGRAMMATIC VISION FOR THE IU REGIONAL CAMPUSES.
9. All IU campuses should have faculty research requirements that relate to the core mission of the campus, and research expectations that relate to promotion and tenure must be clearly articulated by each campus.
10. All IU campuses should offer associate degrees in accordance with the stipulation of paragraph 3 of the ICHE PROGRAMMATIC VISION FOR THE IU REGIONAL CAMPUSES, and the elimination of existing associate degrees that are currently meeting identified regional needs must be justified.
11. As the largest university in the state, IU must take a stand for higher, more rigorous standards of educational quality by including Core 40 as basic admissions standard on all IU campuses. Nonetheless, care must be taken to prevent underrepresented and disadvantaged students from being relegated to the Community College with no options for a four-year, public higher education.
12. IU campuses should continue to offer remedial courses that fill gaps in learning of their students and that prevent them from achieving success in college. Campuses should not provide remedial course work that is intended to overcome years of substandard education, where students have multiple deficiencies.
13. Each IU campus should be encouraged to serve as an economic development engine for its region by making creative use of available faculty resources and applied research capabilities. Campuses should study and use best practices from peer type institutions from across the country to determine how limited resources might be maximized.

14. IU should create a list of academic and administrative practices that tie the university together as a unique enterprise of educational excellence. It should then take one or two from the list and market this aspect of **One University with Multiple Campuses**. One suggestion from the mission differentiation project was that undergraduate student research at all campuses could provide a powerful aspect of an IU education across the university.
15. All IU campuses that border other states should be encouraged to seek reciprocity agreements with those border states.
16. IU should take advantage of its size and diversity by identifying a pool of talented individuals who can assume leadership roles in the university and implement a leadership development program within the university to support faculty and staff leadership development. Since leadership is needed at every level within the organization, such a program would enhance the overall effectiveness of the university.

*Mission Differentiation Project*  
**BLOOMINGTON CAMPUS ANALYSIS**

**Context and background:** The Bloomington campus (IUB) is the flagship campus of Indiana University with over 38,000 students and home of many nationally ranked IU programs. IUB is classified as a Doctoral/Research-Extensive university according to the 2000 Carnegie Classification system and is a member of the Association of American Universities (AAU). In terms of its service area, Bloomington serves a national and international student body and attracts students and faculty from all over the world. IUB has approximately 346 authorized degree programs, an annual total operating budget of \$967 million dollars, 1,766 full-time faculty and approximately 5,159 full-time appointed staff. There is one college (Ivy Tech State Community College – Bloomington) in the proximity of the IUB campus but does it not directly compete for students attracted to IUB.

**Student body:** The campus annually matriculates between 6,500 and 7,000 freshmen, most of whom are required to live in either residence halls or the campus's large fraternity-sorority system. Traditional students comprise most of the student body with only 5% of the undergraduates over 25. Women comprise 52% of the student body and men 48%. A little more than half the student body (51%) commutes to campus and over 21% is made up of graduate and professional students.

The quality of the IUB student body reflects the flagship status of the university. Over 23% of the students are from the top tenth of their high school classes, while only 4.8% are from the bottom half of the high school class. Thirty-five percent of the freshman class scored over 600 on the SAT I Math. Nonresident students currently comprise about a third of the undergraduate population. IUB has managed a 6.6% enrollment increase over five years while slightly upgrading overall quality.

**Student admission practices:** In 2003, the campus enrolled 6,784 first-time, first-year freshman students from 22,178 applicants received. The yield rate for enrolled-to-applicants is 30.6%. In 2003, IUB enrolled 788 transfers of 1,557 admitted and 2,479 who applied; the transfer yield rate for enrolled-to-applicants is 31.8%.

**Class size** analysis shows that the vast majority of classes (64%) have fewer than thirty students, while 7.5% of the classes have sections with greater than 100 students. The student-faculty ratio on the IUB campus is 19.1 to 1.

**Graduation, persistence and commonly taken degrees:** Bloomington has very high graduation and persistence rates. The most recent measured cohort yielded a 6-year graduation rate of 71.7% and a second-year retention (freshman to sophomore) rate of 88.3%. In terms of bachelor degree completion, the five most popular fields include business (21%), education (17%), communications (10%), public administration (10%), and social sciences (7%). IUB is the major doctoral granting university in the state and produces substantial numbers in social and physical sciences, education, arts, languages and literature, mathematics and business. In 2003, IUB awarded 81 associate degrees,

6,001 bachelor's degrees, 1,663 master's, 367 doctoral degrees and 292 professional degrees. The total number of degrees offered is 8,642.

**Faculty profile:** In 2003, the campus employed 1,766 full-time faculty and 305 part-time faculty. Of the full-time faculty, 71.8% had terminal degrees, 13.6% are members of minority groups and 33.2% are women. An index of faculty effort for the IUB campus shows 294 credit hours per full-time academic appointment down from 306 a year earlier. The average age of the professors is 55 and the average compensation \$123,100. Associate professors' average age is 48 and the average compensation \$85,600. Assistant professors' average \$74,600 in compensation and the average age is 39. Sixteen percent of the faculty is 60 years or older while 76% of the full-time faculty is tenured.

**Full Diversity:** Diversity for degree-seeking undergraduates (including first-time, first-year students) and full-time administrators, faculty and lecturers measured against the 2003 census data showing the minority population figures in Indiana as: African American 7.8%, American Indian 0.2%, Asian 1.2%, and Hispanic 3.95%. On the IUB campus, African Americans represent 3.9% of the undergraduates and 3.8% of the faculty; American Indians represent 0.2% of the undergraduates and 0.2% of the faculty. For Asian and Hispanic students, the figures are 3.2% and 2%, respectively, while the faculty representation is 5.7% and 3.4%, respectively.

**Research and sponsored programs:** Bloomington's research has always been a strong attribute. Measured in dollars, IUB's awards were slightly over \$127 million dollars in 2002-2003 and represent a 63% increase in awards in the past five years. These figures represent many opportunities for student engagement in research with quality faculty.

January 7, 2005

*Mission Differentiation Project*  
**INDIANAPOLIS CAMPUS ANALYSIS**

**Context and Background:** IUPUI is the largest and most comprehensive university in the capital city of Indianapolis. It operates in a service area of about 1.5 million people and enrolls almost 29,000 students. IUPUI is classified as a Doctoral/Research-Intensive university according to the 2000 Carnegie Classification system and 98% of the students are residents of Indiana. IUPUI has approximately 188 authorized degree programs in both the health division and the general academic division and a total operating budget of almost \$916 million dollars. There are 1,992 full-time faculty and approximately 4,511 full-time appointed staff on campus. Institutions of higher education in the city include the Community College of Indiana/Ivy Tech, the only public institution, Butler University, the University of Indianapolis, Martin University and Marian College. IUPUI operates satellite sites in Carmel and Glendale and is responsible for an education center in Columbus.

**Student body:** IUPUI annually matriculates between 2,800 and 3,000 degree-seeking, first-time freshmen, 91% of who commute to campus. Traditional students comprise a majority of the student body yet, 37% of the undergraduates over 25. Women comprise 58% of the student body and men 42%. Graduate and professional students make up over 28% of the student body.

The quality of the IUPUI student body reflects an urban university which serves an academically diverse student population. Approximately 10% of the students are from the top tenth of their high school classes, and 30.3% are from the bottom half of the high school class. The percentage of the freshman class who scored over 600 on the SAT I Math was 12.6% and nonresident students comprise 2% of the undergraduate population. IUPUI has managed an 8.3% enrollment increase over five years and continues to serve the city of Indianapolis with strong programs of study.

**Student admission practices:** In 2003, the campus enrolled 2,826 first-time, first-year freshman students from 5,698 applicants received. The yield rate for enrolled-to-applicants is 49.6%. In 2003, IUPUI enrolled 1,534 transfers of 2,530 admitted and 3,044 who applied; the transfer yield rate for enrolled-to-applicants is 50.4%.

**Class size** analysis shows that the majority of classes (71.5%) have fewer than thirty students, while 1.4% of the classes have sections with greater than 100 students. The student-faculty ratio on the IUPUI campus is 16.7 to 1.

**Graduation, persistence and commonly taken degrees:** IUPUI has been making significant progress in improving both persistence and graduation rates. The most recent measured cohort yielded a 6-year graduation rate of 22.8% and a second-year retention (freshman to sophomore) rate of 66.6%. In terms of bachelor degree completion, the five most popular fields include business (17.5%), health professions (15.7%), general studies (15.6%), education (9.9%), and public administration (6.5%). IUPUI is the major urban research university in the state and produces substantial numbers of professional degrees

in the health professions and law. In 2003, IUPUI awarded 611 associate degrees, 2,430 bachelor's degrees, 1,087 master's, 24 doctoral degrees and 598 professional degrees. The total number of degrees offered was 5,207.

**Faculty profile:** In 2003, the campus employed 1,992 full-time faculty and 927 part-time faculty. Of the full-time faculty, 82.5% had terminal degrees, 17.8% are members of minority groups and 35% are women. An index of faculty effort for the IUPUI campus shows 347 credit hours per full-time academic appointment in the general academic division from 388 two years earlier. The average age of the professors is 55 and the average compensation \$108,000. Associate professors' average age is 49 and the average compensation \$83,200. Assistant professors' average \$70,600 in compensation and the average age is 41. Of the full-time faculty 68% are tenured.

**Full Diversity:** Diversity for degree-seeking undergraduates (including first-time, first-year students) and full-time administrators, faculty and lecturers measured against the 2003 census data showing the minority population figures in Indiana as: African American 7.8%, American Indian 0.2%, Asian 1.2%, and Hispanic 3.95%. On the IUPUI campus, African Americans represent 10.3% of degree-seeking undergraduates and 3.2% of the faculty; American Indians represent 0.3% of the degree-seeking undergraduates and 0.3% of the faculty. For Asian and Hispanic students, the figures are 2.4% and 1.8%, respectively, while the faculty representation is 11.4% and 2.8%, respectively.

**Research and sponsored programs:** IUPUI's research continues to be strong especially as it relates to the life sciences and technology. Measured in dollars, awards were over \$203 million dollars in 2002-2003. These figures represent a 63% increase in five years and robust research program for an urban campus.

**IUPU Columbus,** formerly known as the "Columbus Center" has grown significantly as part of a consortium of Ivy Tech, Purdue, and IU with the assistance and facilitation of the Commission for Higher Education. Columbus has nearly 2,000 students, a small array of bachelor's degrees and even an MBA. The site meets the tests set out by the ICHE for becoming a full-fledged campus, and is the first such site since the current six regional campuses to reach that status.

January 7, 2005

*Mission Differentiation Project*  
**EAST CAMPUS ANALYSIS**

**Context and Background:** IU East (IUE) is located in Richmond, a city of nearly 40,000, which is also home to other higher education options, notably including nationally renowned Earlham College (enrollment 1,100), a large (1,500 student enrollment) Ivy Tech campus, two small theological seminaries, and other institutions across the Ohio border, most notably Sinclair Community College (enrollment 20,000+), one of the nation's most renowned two-year institution. IUE enrolls approximately 2,500 students and is classified as a Baccalaureate College-General institution according to the 2000 Carnegie Classification system. IUE has approximately 32 authorized degree programs, an annual total operating budget of \$23 million dollars, 78 full-time faculty and approximately 153 full-time appointed staff.

**Student body:** The campus annually matriculates between 400 and 500 freshmen. Traditional students comprise a slight majority of the student body with a large contingent (46%) of the undergraduates over 25. Women comprise 70% of the student body and men only 30%. All of the student body commutes to campus and only 2.5% is made up of graduate students.

The quality of the IUE student body reflects a regional campus serving a diverse regional population and a large number of returning adult students. Only about 6.3% of the freshman students are from the top tenth of their high school classes, while 43.2% are from the bottom half of the high school class. Only 2.1% of the freshman class scored over 600 on the SAT I Math and nonresident students comprised about 10% of the undergraduate population due to a reciprocity agreement with several neighboring counties in Ohio. IUE has managed a 14% enrollment increase over five years which is the largest increase of all IU campuses.

**Student admission practices:** In 2003, the campus enrolled 474 first-time, first-year freshman from 599 applicants received. The yield rate for enrolled-to-applicants is 79.1%. In 2003, IUE enrolled 112 transfers of 136 admitted and 174 who applied; the transfer yield rate for enrolled-to-applicants is 64.4%.

**Class size** analysis shows that the most of classes (94.6%) have fewer than thirty students, with only one section with greater than 100 students. The student-faculty ratio on the IUE campus is 14.4 to 1.

**Graduation, persistence and commonly taken degrees:** IUE has graduation and persistence rates similar to other regional campuses. The most recent measured cohort yielded a 6-year graduation rate of 25.6% and a second-year retention (freshman to sophomore) rate of 61.2%. In terms of bachelor degree completion, the five most popular fields are business (27.5%), education (17.5%), health professions (14.1%), liberal arts (13.4%), and public administration (12.1%). In 2003, IUE awarded 80 associate degrees and 149 bachelor's degrees. The total number of degrees awarded is 229.

**Faculty profile:** In 2003, the campus employed 78 full-time faculty and 126 part-time faculty. Of the full-time faculty, 44.9% had terminal degrees, 14.1% are members of minority groups and over 61% are women. An index of faculty effort for the IUE campus shows 310 credit hours per full-time academic appointment down from 324 two years earlier. The average age of the professors is 56 and the average compensation \$81,800. Associate professors' average age is 52 and the average compensation \$62,700. Assistant professors' average \$51,600 in compensation and the average age is 42. Sixteen percent of the faculty is 60 years or older while 65% of the full-time faculty is tenured.

**Full Diversity:** Diversity for degree-seeking undergraduates (including first-time, first-year students) and full-time administrators, faculty and lecturers are measured against the 2003 census data showing the minority population figures in Indiana as: African American 7.8%, American Indian 0.2%, Asian 1.2%, and Hispanic 3.95%. On the IUE campus, African Americans represent 4.6% of degree-seeking undergraduates and 2.6% of the faculty; American Indians represent 0.5% of degree-seeking undergraduates and 1.3% of the faculty. For Asian and Hispanic students, the figures are 0.5% and 0.9%, respectively, while the faculty representation is 6.4% and 3.9%, respectively.

**Research and sponsored programs:** IUE has steadily increased the research dollars on campus with awards measured in dollars of almost \$4.5 million dollars in 2002-2003. This is the largest research awards of all the regional campuses except IUPUI. This figure represents a 35% increase in five years.

January 7, 2005

*Mission Differentiation Project*  
**FORT WAYNE CAMPUS ANALYSIS**

**Context and Background:** Indiana University-Purdue University at Fort Wayne (IPFW) enrolls over 11,700 students and is classified as a Master's Colleges and Universities I institution according to the 2000 Carnegie Classification system. The campus is governed by Purdue but divided into IU and Purdue missions. More than half the students and faculty are in IU-mission programs. There are a number of private colleges in the area, but IPFW enjoys a large service area in a metropolitan area with a strong tradition of civic spirit. IPFW has approximately 70 authorized degree programs associated with Indiana University, an annual total operating budget of over \$101 million dollars, 66 full-time faculty and approximately 494 full-time appointed staff.

**Student body:** The campus annually matriculates around 1,700 freshmen. Traditional students comprise a majority of the student body but over a third (36%) of the undergraduates are over 25. Women comprise 62% of the student body and men 38%. Most of the student body commutes to campus and approximately 7.5% is made up of graduate students.

The quality of the IPFW student body reflects a regional campus setting. Only about 7% of the freshman students are from the top tenth of their high school classes, while 43% are from the bottom half of the high school class. About 12% of the freshman class scored over 600 on the SAT I Math and nonresident students comprised only 2% of the undergraduate population, despite closely bordering Ohio and Michigan. IPFW has managed a significant 7% enrollment increase over five years.

**Student admission practices:** In 2003, the campus enrolled 1,706 first-time, first-year freshman from 2,471 applicants received. The yield rate for enrolled-to-applicants is 69%. In 2003, IPFW enrolled 854 transfers of 1,247 admitted and 1,281 who applied; the transfer yield rate for enrolled-to-applicants is 66.7%.

**Class size** analysis shows that the most of classes (73.3%) have fewer than thirty students, with 16 sections with greater than 100 students. The student-faculty ratio on the IPFW campus is 19 to 1.

**Graduation, persistence and commonly taken degrees:** IPFW has a graduation and persistence rates similar to the other regional campuses. The most recent measured cohort yielded a 6-year graduation rate of 19% and a second-year retention (freshman to sophomore) rate of 65%. In terms of bachelor degree completion, the four most popular fields are education (19%), business (17%), liberal arts (14%) and engineering technologies (8%). In 2003, IPFW awarded 490 associate degrees, 831 bachelor's degrees, and 181 master's. The total number of degrees awarded in 2003 was 1,560.

**Faculty profile:** In 2003, the campus employed 329 full-time faculty and 311 part-time faculty. Of the full-time faculty, 82.7% had terminal degrees, 13.1% are members of minority groups and slightly over 37.4% are women. The average age of the professors is 56 and the average compensation \$86,800. Associate professors' average age is 52 and the average compensation \$71,600. Assistant professors' average \$64,700 in compensation and the average age is 42. Sixteen percent of the faculty is 60 years or older while 99% of the full-time faculty is tenured.

**Full Diversity:** Diversity for degree-seeking undergraduates (including first-time, first-year students) and full-time administrators, faculty and lecturers measured against the 2003 census data showing the minority population figures in Indiana as: African American 7.8%, American Indian 0.2%, Asian 1.2%, and Hispanic 3.95%. On the IPFW campus, African Americans represent 5.3% of degree-seeking undergraduates and 1.5% of the faculty; American Indians represent 0.3% of degree-seeking undergraduates and 1.5% of the faculty. For Asian and Hispanic students, the figures are 1.9% and 2.2%, respectively, while the faculty representation is 7.6% and 1.5%, respectively.

**Research and sponsored programs:** Fort Wayne has had a 25% rate of increase in research dollars in the past five years with awards of over \$4 million dollars in 2002-2003.

January 18, 2005

*Mission Differentiation Project*  
**KOKOMO CAMPUS ANALYSIS**

**Context and Background:** IU Kokomo (IUK) operates in an 11-county service area in the north central portion of the state and is located in a small city of 50,000 with a long history of manufacturing employment (the first automobiles were made here, and automotive plants still employ thousands). While there are other small private colleges in the service area, the city of Indianapolis continues to sprawl northward toward Kokomo and IUK has become a major option for the baccalaureate in the region. Like other regional campuses, it must adapt to the nearby community college of Indiana. IUK has approximately 40 authorized degree programs, an annual total operating budget of over \$23 million dollars, 89 full-time faculty and approximately 132 full-time appointed staff.

**Student body:** The campus annually matriculates between 500 and 600 freshmen. Traditional students comprise a majority of the student body but over a third (39%) of the undergraduates is over 25. Women comprise 70% of the student body and men only 30%. All of the student body commutes to campus and approximately 7.6% is made up of graduate students.

The quality of the IUK student body reflects a regional campus setting. Only about 4% of the freshman students are from the top tenth of their high school classes, while 48% are from the bottom half of the high school class. About 5.7% of the freshman class scored over 600 on the SAT I Math and nonresident students comprised less than 1% of the undergraduate population. IUK has managed an impressive 12.3% enrollment increase over five years.

**Student admission practices:** In 2003, the campus enrolled 557 first-time, first-year freshman from 837 applicants received. The yield rate for enrolled-to-applicants is 66.5%. In 2003, IUK enrolled 184 transfers of 243 admitted and 289 who applied; the transfer yield rate for enrolled-to-applicants is 63.7%.

**Class size** analysis shows that the most of classes (72.7%) have fewer than thirty students, with only one section with greater than 100 students. The student-faculty ratio on the IUK campus is 16.5 to 1.

**Graduation, persistence and commonly taken degrees:** IUK has graduation and persistence rates similar to the other regional campuses. The most recent measured cohort yielded a 6-year graduation rate of 24% and a second-year retention (freshman to sophomore) rate of 59.9%. In terms of bachelor degree completion, the five most popular fields are education (22.7%), liberal arts (20.1%), business (17%), health professions (16.2%), and computer science (4.4%). In 2003, IUK awarded 136 associate degrees, 229 bachelor's degrees, and 22 master's. The total number of degrees awarded in 2003 was 391.

**Faculty profile:** In 2003, the campus employed 89 full-time faculty and 88 part-time faculty. Of the full-time faculty, 70.8% had terminal degrees, 14.6% are members of

minority groups and slightly over 55% are women. An index of faculty effort for the IUK campus shows 313 credit hours per full-time academic appointment down from 328 two years earlier. The average age of the professors is 56 and the average compensation \$84,800. Associate professors' average age is 52 and the average compensation \$72,400. Assistant professors' average \$63,700 in compensation and the average age is 42. Sixteen percent of the faculty is 60 years or older while 72% of the full-time faculty is tenured.

**Full Diversity:** Diversity for degree-seeking undergraduates (including first-time, first-year students) and full-time administrators, faculty and lecturers measured against the 2003 census data showing the minority population figures in Indiana as: African American 7.8%, American Indian 0.2%, Asian 1.2%, and Hispanic 3.95%. On the IUK campus, African Americans represent 3.8% of degree-seeking undergraduates and 3.4% of the faculty; American Indians represent 0.4% of degree-seeking undergraduates and 0.0% of the faculty. For Asian and Hispanic students, the figures are 0.7% and 1.6%, respectively, while the faculty representation is 6.7% and 3.4%, respectively.

**Research and sponsored programs:** Kokomo has had consistent rate of research dollars in the past five years with awards of almost six hundred thousand dollars in 2002-2003. This figure, however, is the lowest in five years.

January 7, 2005

***Mission Differentiation Project***  
**NORTHWEST CAMPUS ANALYSIS**

**Context and background:** IU Northwest (IUN) is located in Lake County on a small urban campus of 36 acres and enrolls approximately 5,000 students. IUN is classified as a Master's College and University I institution according to the 2000 Carnegie Classification system. The region has two nearby Purdue regional campuses (Calumet and North Central), two Ivy Tech-Community Colleges of Indiana sites, a private liberal arts university at Valparaiso, and the College of St. Joseph. IUN has approximately 71 authorized degree programs, an annual total operating budget of over \$42 million dollars, 188 full-time faculty and approximately 205 full-time appointed staff.

**Student body:** The campus annually matriculates between 800 and 900 freshmen. Traditional students comprise a majority of the student body but a large number (42%) of the undergraduates are over 25. Women comprise 69% of the student body and men only 31%. All of the student body commutes to campus and a little over 12% is made up of graduate students.

The quality of the IUN student body reflects a regional campus serving a diverse regional population and a large number of returning adult students. Only about 8% of the freshman students are from the top tenth of their high school classes, while 47.3% are from the bottom half of the high school class. About 7% of the freshman class scored over 600 on the SAT I Math and nonresident students comprised about 1% of the undergraduate population despite bordering Illinois and Chicago. IUN has managed a 6.9% enrollment increase over five years while competing with a number of other institutions in the region.

**Student admission practices:** In 2003, the campus enrolled 860 first-time, first-year freshman from 1,803 applicants received. The yield rate for enrolled-to-applicants is 47.7%. In 2003, IUN enrolled 260 transfers of 350 admitted and 392 who applied; the transfer yield rate for enrolled-to-applicants is 66.3%.

**Class size** analysis shows that the vast majority of classes (85%) have fewer than thirty students, with only one section with greater than 100 students. The student-faculty ratio on the IUN campus is 13.4 to 1.

**Graduation, persistence and commonly taken degrees:** Northwest has graduation and persistence rates similar to the other regional campuses. The most recent measured cohort yielded a 6-year graduation rate of 18.6% and a second-year retention (freshman to sophomore) rate of 62.2%. In terms of bachelor degree completion, the five most popular fields are liberal arts (19.5%), business (17.4%), public administration (15.4%), health professions (12.7%), and education (10.6%). In 2003, IUN awarded 236 associate degrees, 339 bachelor's degrees, and 91 master's. The total number of degrees awarded is 764.

**Faculty profile:** In 2003, the campus employed 188 full-time faculty and 192 part-time faculty. Of the full-time faculty, 52.7% had terminal degrees, 17.6% are members of minority groups and slightly over 48% are women. An index of faculty effort for the IUN campus shows 253 credit hours per full-time academic appointment down from 270 a year earlier. The average age of the professors is 56 and the average compensation \$87,600. Associate professors' average age is 52 and the average compensation \$78,100. Assistant professors' average \$59,800 in compensation and the average age is 42. Sixteen percent of the faculty is 60 years or older while 75% of the full-time faculty is tenured.

**Full Diversity:** Diversity for degree-seeking undergraduates (including first-time, first-year students) and full-time administrators, faculty and lecturers are measured against the 2003 census data showing the minority population figures in Indiana as: African American 7.8%, American Indian 0.2%, Asian 1.2%, and Hispanic 3.95%. On the IUN campus, African Americans represent 20.8% of degree-seeking undergraduates and 5.9% of the faculty; American Indians represent 0.5% of degree-seeking undergraduates and 0.0% of the faculty. For Asian and Hispanic students, the figures are 1.4% and 11%, respectively, while the faculty representation is 8.5% and 3.2%, respectively.

**Research and sponsored programs:** Northwest has steadily increased the research dollars on campus with awards measured in dollars of almost \$2 million dollars in 2002-2003. This figure represents a 70% increase in five years.

January 7, 2005

***Mission Differentiation Project***  
**SOUTH BEND CAMPUS ANALYSIS**

**Context and Background:** IU South Bend (IUSB) is one of the largest and most comprehensive of IU's regional campuses, with more than 7,000 students. Unlike many other regional campuses, South Bend has a strong contingent (202) of international students. The region itself has a substantial population, more than 265,000 in St. Joseph County alone, though this is not a rapidly growing area. Primarily known for manufacturing, IUSB is fairly distant from the Chicago region but is conveniently connected by both rail and major highway. Education options in the area include Notre Dame University, with 11,000 students, mostly nonresidents; Ivy Tech/Community College of Indiana, and a few strong private liberal arts colleges, most notably St. Mary's. IUSB has offsite programs in Elkhart that are thriving. IUSB is classified as a Master's College and University I institution according to the 2000 Carnegie Classification system. IUSB has approximately 95 authorized degree programs, an annual total operating budget of almost \$60 million dollars, 266 full-time faculty and approximately 291 full-time appointed staff.

**Student body:** The campus annually matriculates between 800 and 900 freshmen. Traditional students comprise a majority of the student body but a large number (37%) of the undergraduates are over 25. Women comprise 63% of the student body and men 37%. Most of the student body commutes to campus and a little over 16% is made up of graduate students.

The quality of the IUSB student body reflects a regional campus serving a diverse regional population and a large number of returning adult students. Only about 5% of the freshman students are from the top tenth of their high school classes, while 40.2% are from the bottom half of the high school class. About 7.4% of the freshman class scored over 600 on the SAT I Math and nonresident students comprised about 4% of the undergraduate population most likely from Michigan. IUSB has managed a 3% enrollment increase over five years.

**Student admission practices:** In 2003, the campus enrolled 895 first-time, first-year freshman from 1,553 applicants received. The yield rate for enrolled-to-applicants is 57.6%. In 2003, IUSB enrolled 398 transfers of 546 admitted and 647 who applied; the transfer yield rate for enrolled-to-applicants is 61.5%.

**Class size** analysis shows that the vast majority of classes (75.7%) have fewer than thirty students and only two sections with greater than 100 students. The student-faculty ratio on the IUSB campus is 13.5 to 1.

**Graduation, persistence and commonly taken degrees:** South Bend has graduation and persistence rates similar to the other regional campuses. The most recent measured cohort yielded a 6-year graduation rate of 27.2% and a second-year retention (freshman to sophomore) rate of 69.5%. In terms of bachelor degree completion, the five most popular fields are education (24.1%), business (19%), liberal arts (13%), public

administration (7.8%), and health professions (6.1%). In 2003, IUSB awarded 166 associate degrees, 542 bachelor's degrees, and 194 master's. The total number of degrees awarded was 950.

**Faculty profile:** In 2003, the campus employed 266 full-time faculty and 275 part-time faculty. Of the full-time faculty, 60.9% had terminal degrees, 15% are members of minority groups and 50% are women. An index of faculty effort for the IUSB campus shows 255 credit hours per full-time academic appointment down from 263 two years earlier. The average age of the professors is 56 and the average compensation \$95,400. Associate professors' average age is 52 and the average compensation \$71,500. Assistant professors' average \$61,400 in compensation and the average age is 42. Sixteen percent of the faculty is 60 years or older while 63% of the full-time faculty is tenured.

**Full Diversity:** Diversity for degree-seeking undergraduates (including first-time, first-year students) and full-time administrators, faculty and lecturers are measured against the 2003 census data showing the minority population figures in Indiana as: African American 7.8%, American Indian 0.2%, Asian 1.2%, and Hispanic 3.95%. On the IUSB campus, African Americans represent 6.4% of degree-seeking undergraduates and 4.5% of the faculty; American Indians represent 0.5% of degree-seeking undergraduates and 0.0% of the faculty. For Asian and Hispanic students, the figures are 1.2% and 3%, respectively, while the faculty representation is 7.9% and 2.6%, respectively.

**Research and sponsored programs:** South Bend has significantly increased the research dollars on campus with awards measured in dollars of just over \$700 thousand dollars in 2002-2003. This figure represents a 46% increase in five years.

January 7, 2005

*Mission Differentiation Project*  
**SOUTHEAST CAMPUS ANALYSIS**

**Context and background:** IU Southeast (IUS) serves a rural area of southern Indiana and the growing suburbs of Louisville, Kentucky due to a reciprocity agreement implemented in the 1990's. The population of Jefferson County, home of Louisville, is nearly 700,000; thus, IUS operates in a large metropolitan environment, even as it serves a geographically rural area of southern Indiana. There are four universities and a community college in Louisville, as well as a robust Ivy Tech site in nearby Sellersburg. IUS is classified as a Master's College and University I institution according to the 2000 Carnegie Classification system. In 2003, the IU Southeast enrollment stood at 6,408. IUS has approximately 54 authorized degree programs, an annual total operating budget of almost \$49 million, 197 full-time faculty and approximately 231 full-time appointed staff.

**Student body:** The campus annually matriculates between 800 and 900 freshmen. Traditional students comprise a majority of the student body although more than a third (37%) of the undergraduates are over 25. Women comprise 63% of the student body and men 37%. All of the student body commutes to campus and almost 13% is made up of graduate students.

The quality of the IUS student body reflects a regional campus serving a diverse regional population and returning adult students. Only about 4.9% of the freshman students are from the top tenth of their high school classes, while 32.6% are from the bottom half of the high school class. Almost 6% of the freshman class scored over 600 on the SAT I Quantitative. Nonresident students comprised about 19% of the undergraduate population due to the reciprocity agreement with Kentucky. IUS has managed a 4.8% enrollment increase over five years while competing with a number of other institutions in the region.

**Student admission practices:** In 2003, the campus enrolled 824 first-time, first-year freshman from a pool of 1,268 applicants. The yield rate for enrolled-to-applicants is 65%. In 2003, IUS enrolled 347 transfers of 422 admitted and 487 who applied; the transfer yield rate for enrolled-to-applicants is 71.3%.

**Class size** analysis shows that the vast majority of classes (79.7%) have fewer than thirty students, with no sections with greater than 100 students. The student-faculty ratio on the IUS campus is 15.2 to 1.

**Graduation, persistence and commonly taken degrees:** IUS has graduation and persistence rates similar to the other regional campuses. The most recently measured cohort yielded a 6-year graduation rate of 28.4% and a second-year retention (freshman to sophomore) rate of 66.6%. In terms of bachelor degree completion, the five most popular fields are education (28%), business (20.4%), liberal arts (19%), computer science (4.6%), and psychology (4.3%). In 2003, IUS awarded 140 associate degrees, 603 bachelor's degrees, and 196 master's. The total number of degrees awarded is 955.

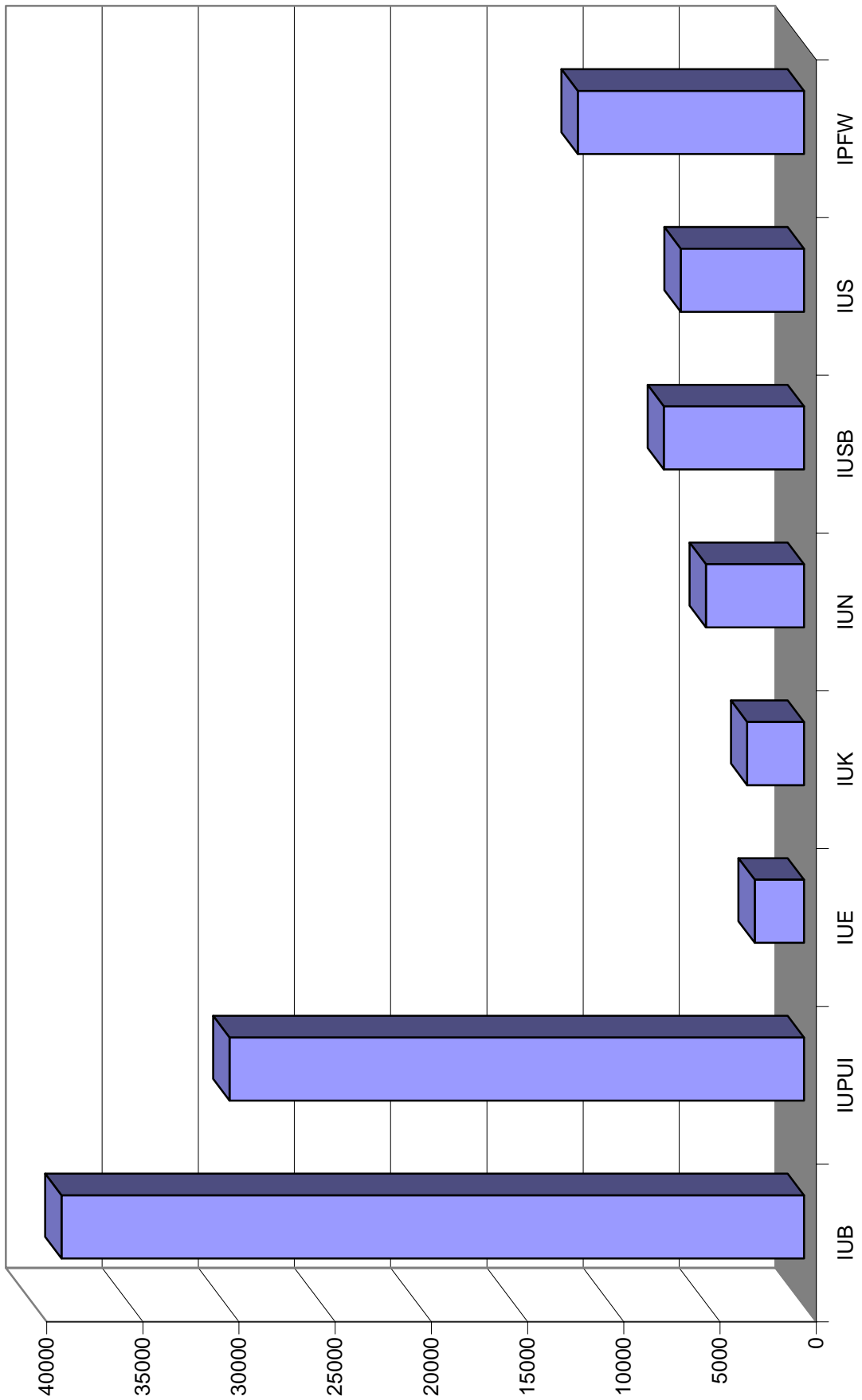
**Faculty profile:** In 2003, the campus employed 197 full-time faculty and 249 part-time faculty. Of the full-time faculty, 70.1% had terminal degrees, 12.2% are members of minority groups and slightly over 45% are women. An index of faculty effort for the IUS campus shows 308 credit hours per full-time academic appointment down from 344 a year earlier. The average age of the professors is 56 and the average compensation \$90,000. Associate professors' average age is 52 and the average compensation \$74,400. Assistant professors' average age is 42 and the average compensation is \$65,700. Sixteen percent of the faculty is 60 years or older while 69% of the full-time faculty is tenured.

**Full Diversity:** Diversity for degree-seeking undergraduates (including first-time, first-year students) and full-time administrators, faculty and lecturers is measured against the 2003 census data showing the minority population figures in Indiana as: African American 7.8%, American Indian 0.2%, Asian 1.2%, and Hispanic 3.95%. On the IUS campus, African Americans represent 3.5% of undergraduates and 4.1% of the faculty; American Indians represent 0.2% of degree-seeking undergraduates and 0.0% of the faculty. For Asian and Hispanic students, the figures are 0.8% and 0.7%, respectively, while the faculty representation is 6.6% and 1.5%, respectively.

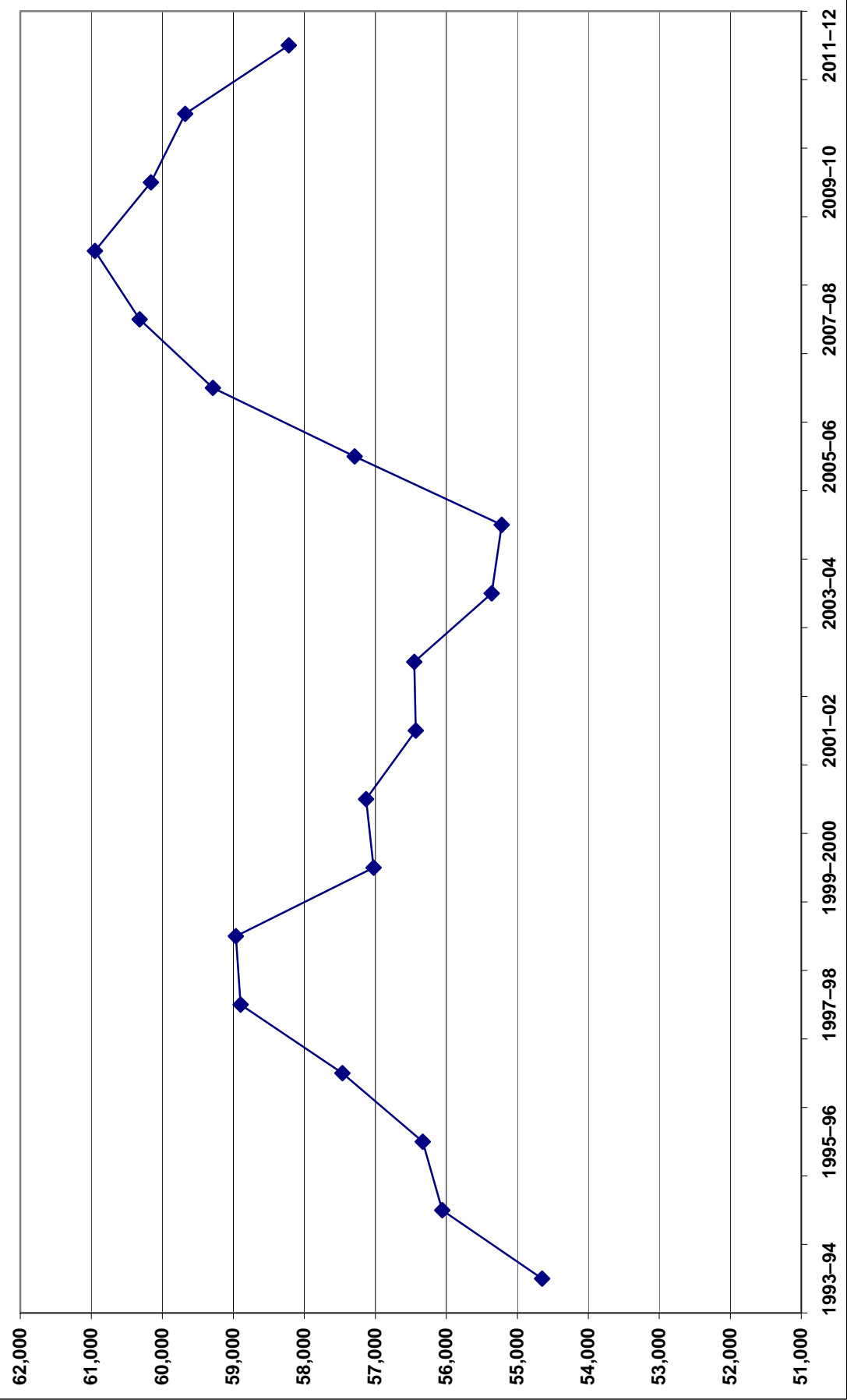
**Research and sponsored programs:** Southeast has significantly increased the research dollars on campus with awards measured in dollars of almost \$600 thousand in 2002-2003. This figure represents a 156% increase in five years.

January 7, 2005

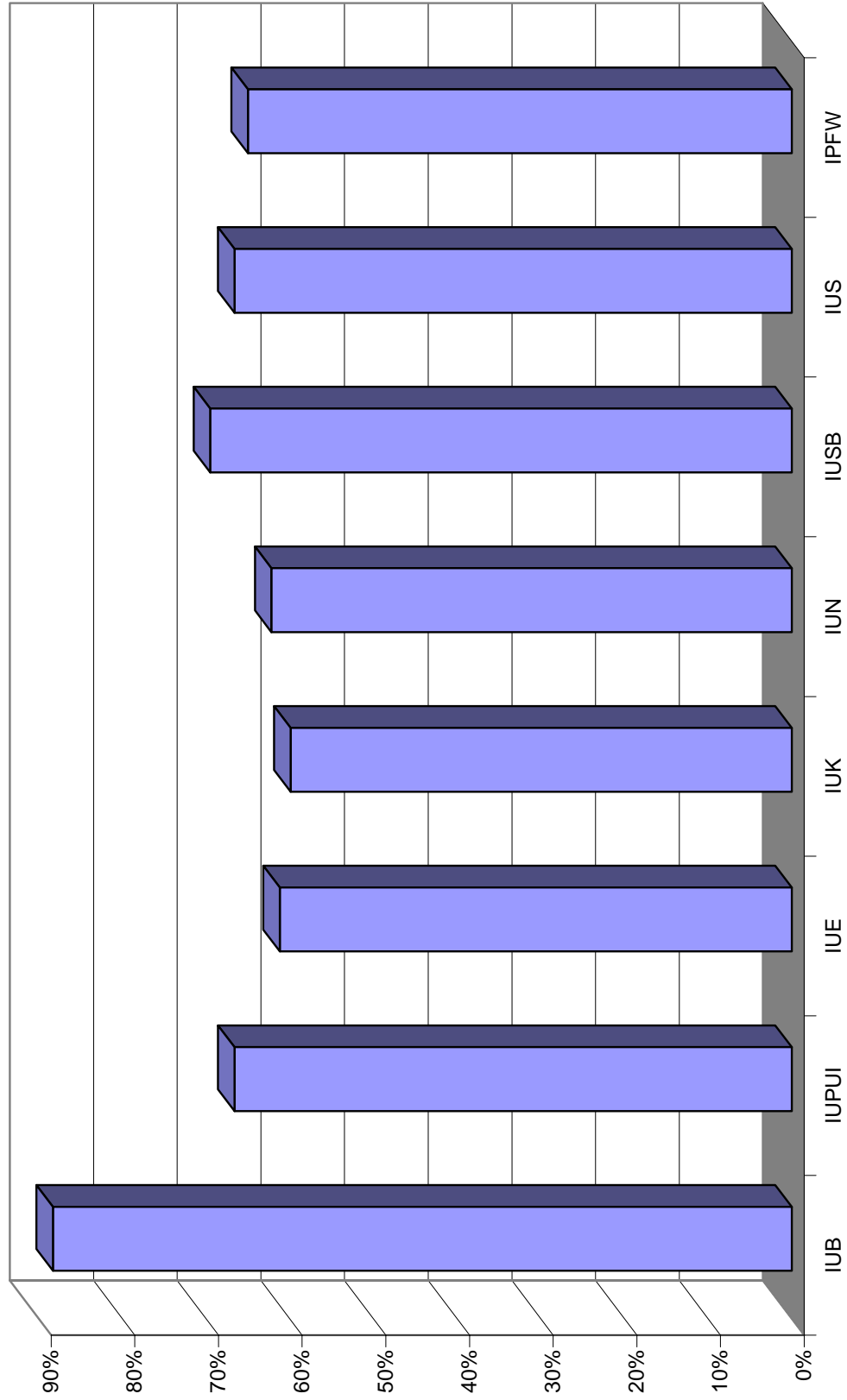
Enrollment by Campus - 2003



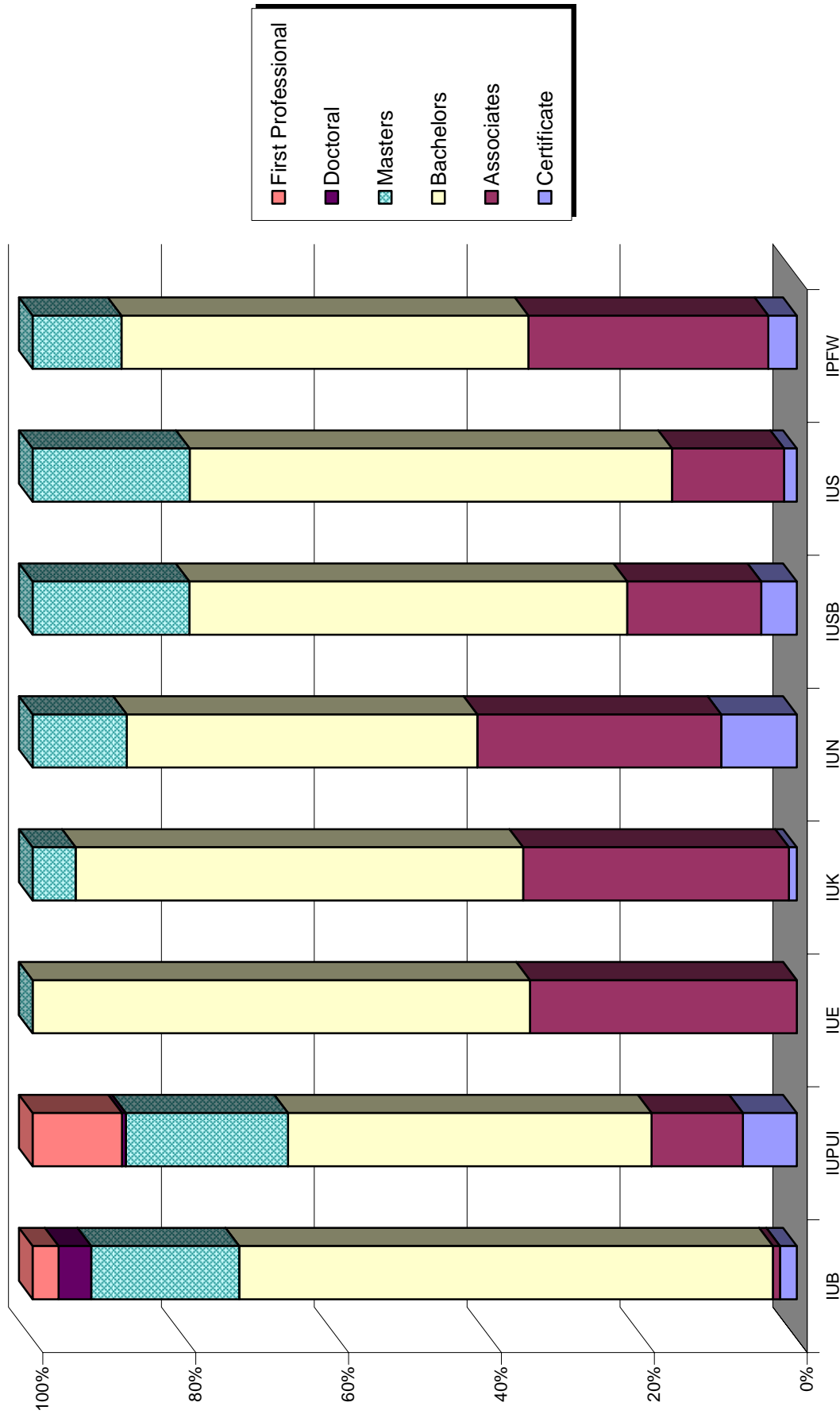
# Indiana Public HS Enrollment Projections



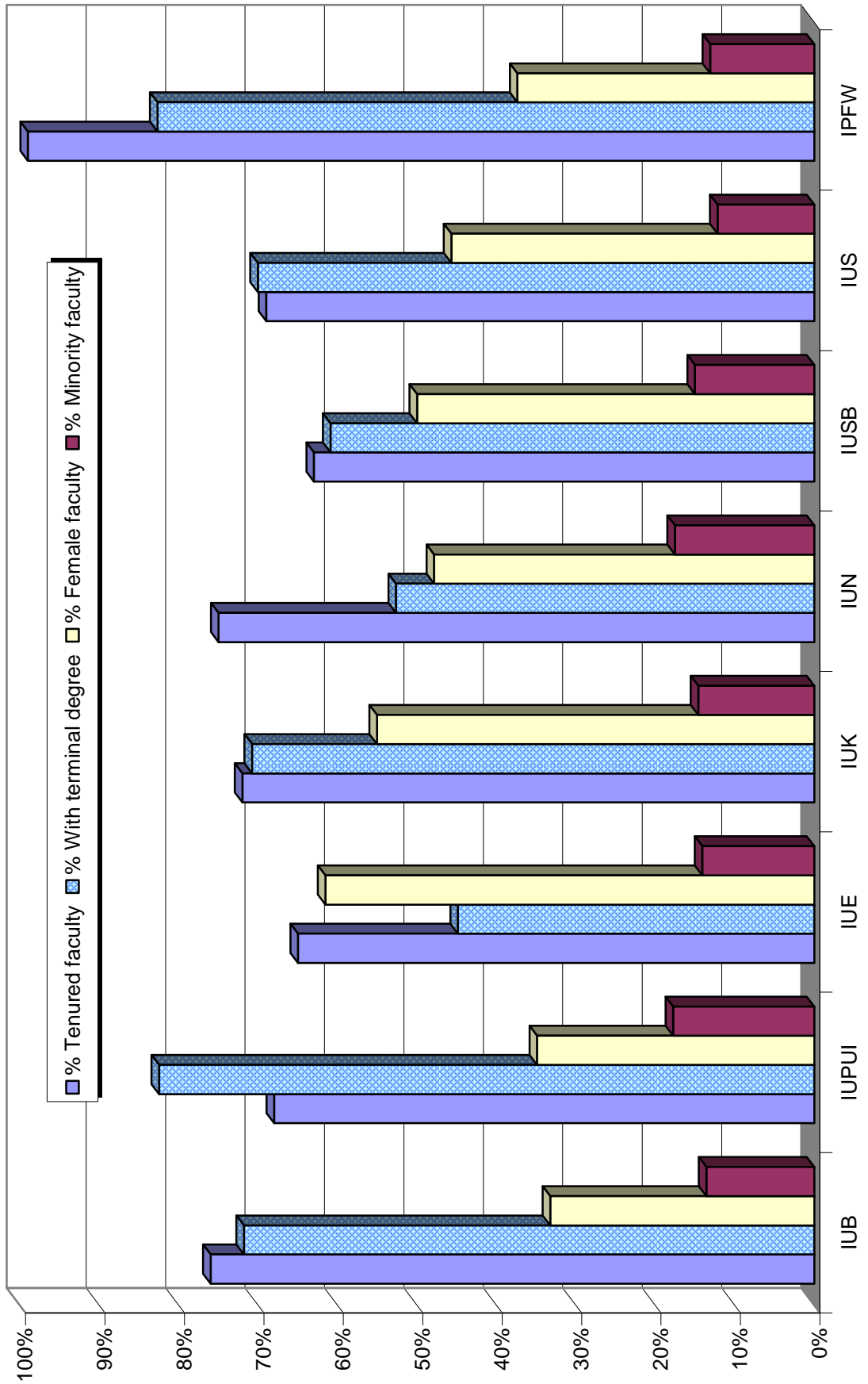
**Retention Rates: 2002-03**  
(Freshman to sophomore)



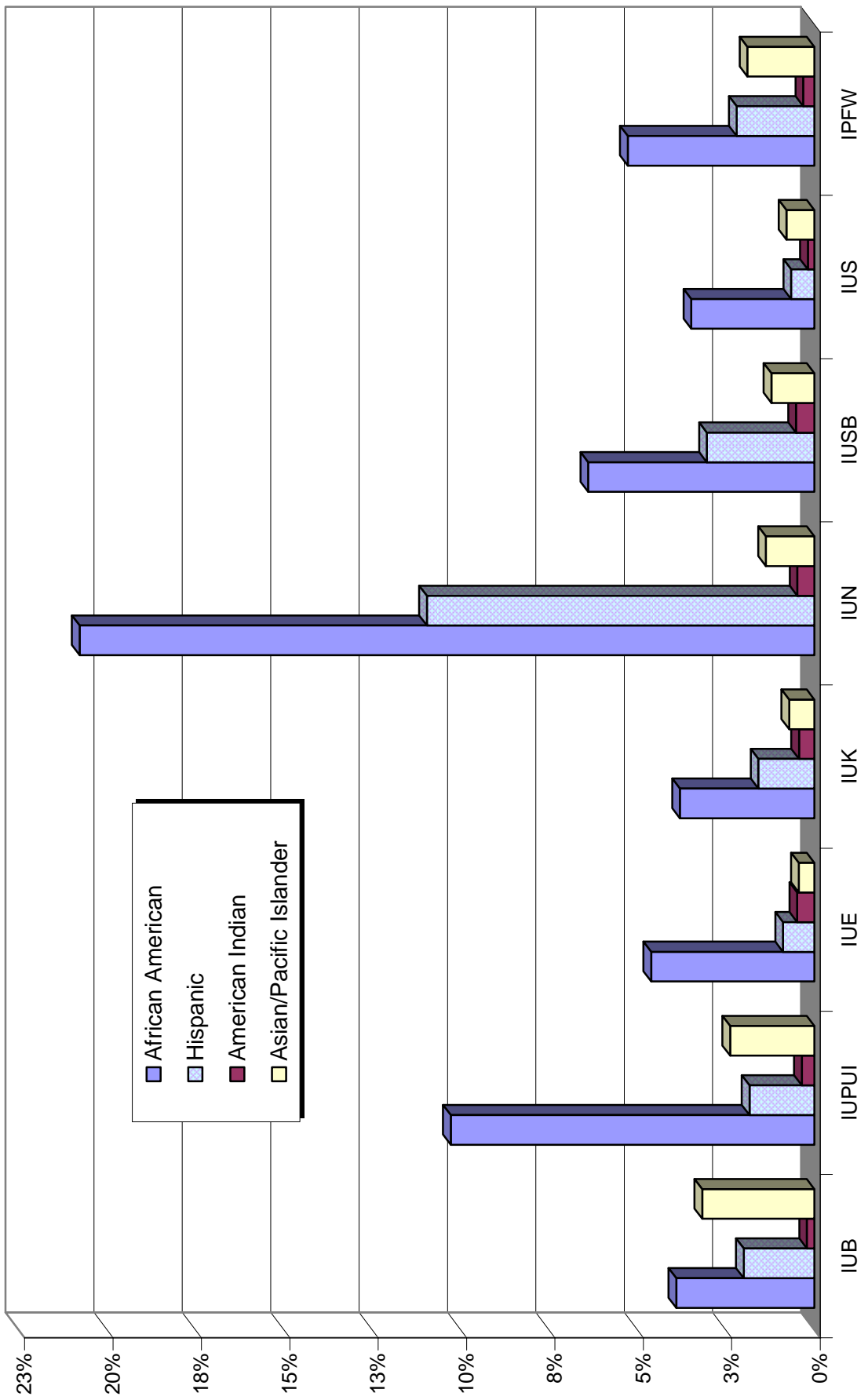
# Degrees Awarded by Campus (2003)



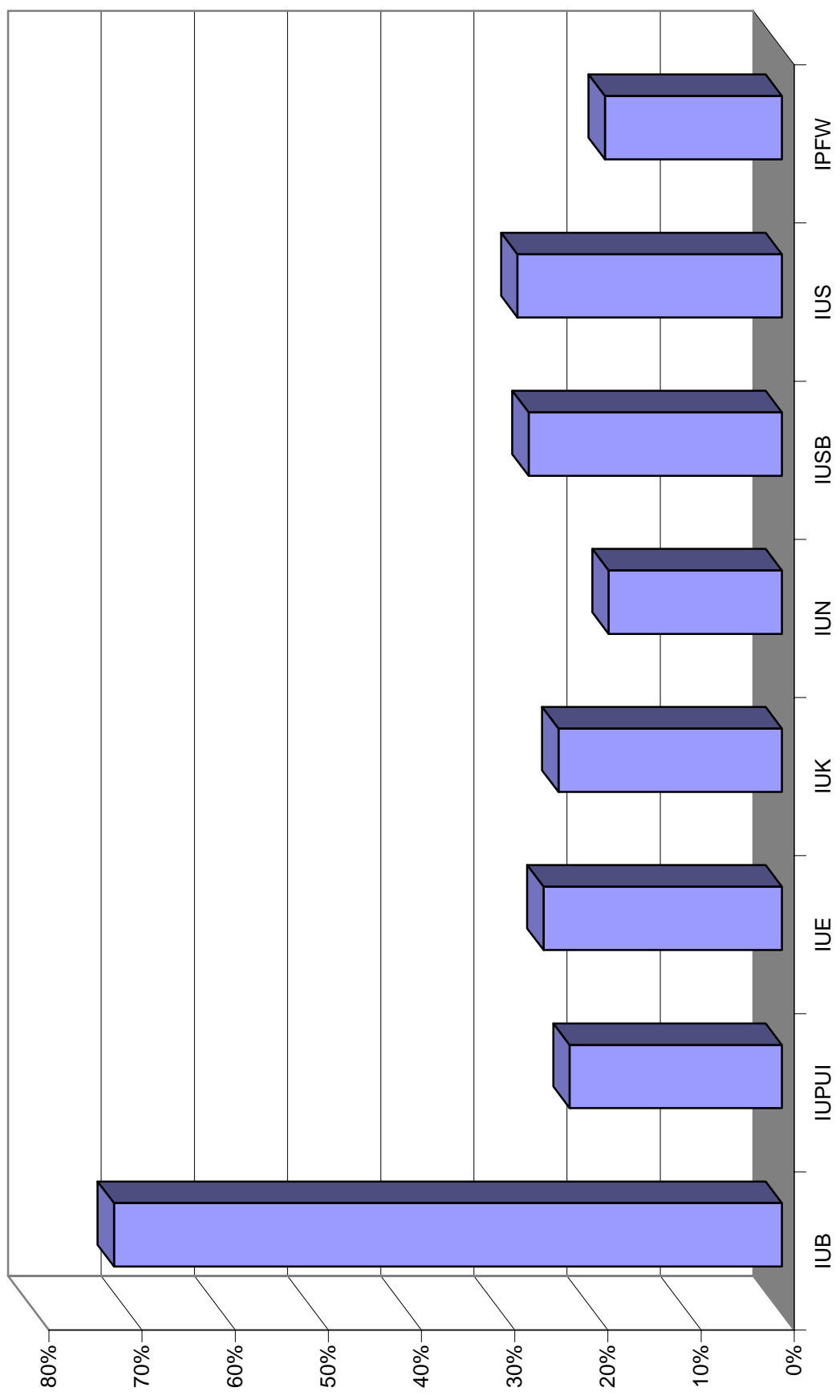
### Instructional Faculty: 2002-03



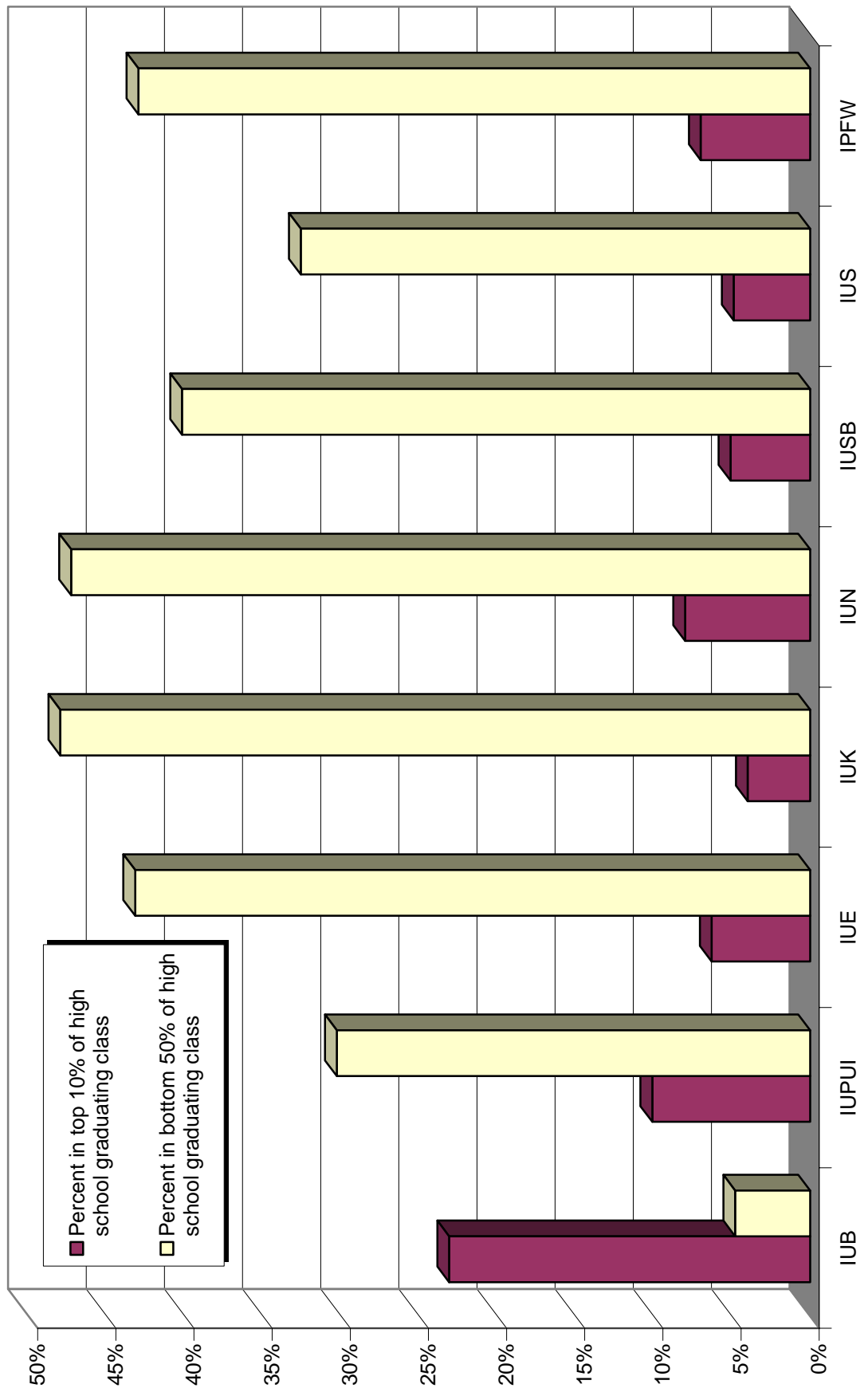
# Enrollment Diversity



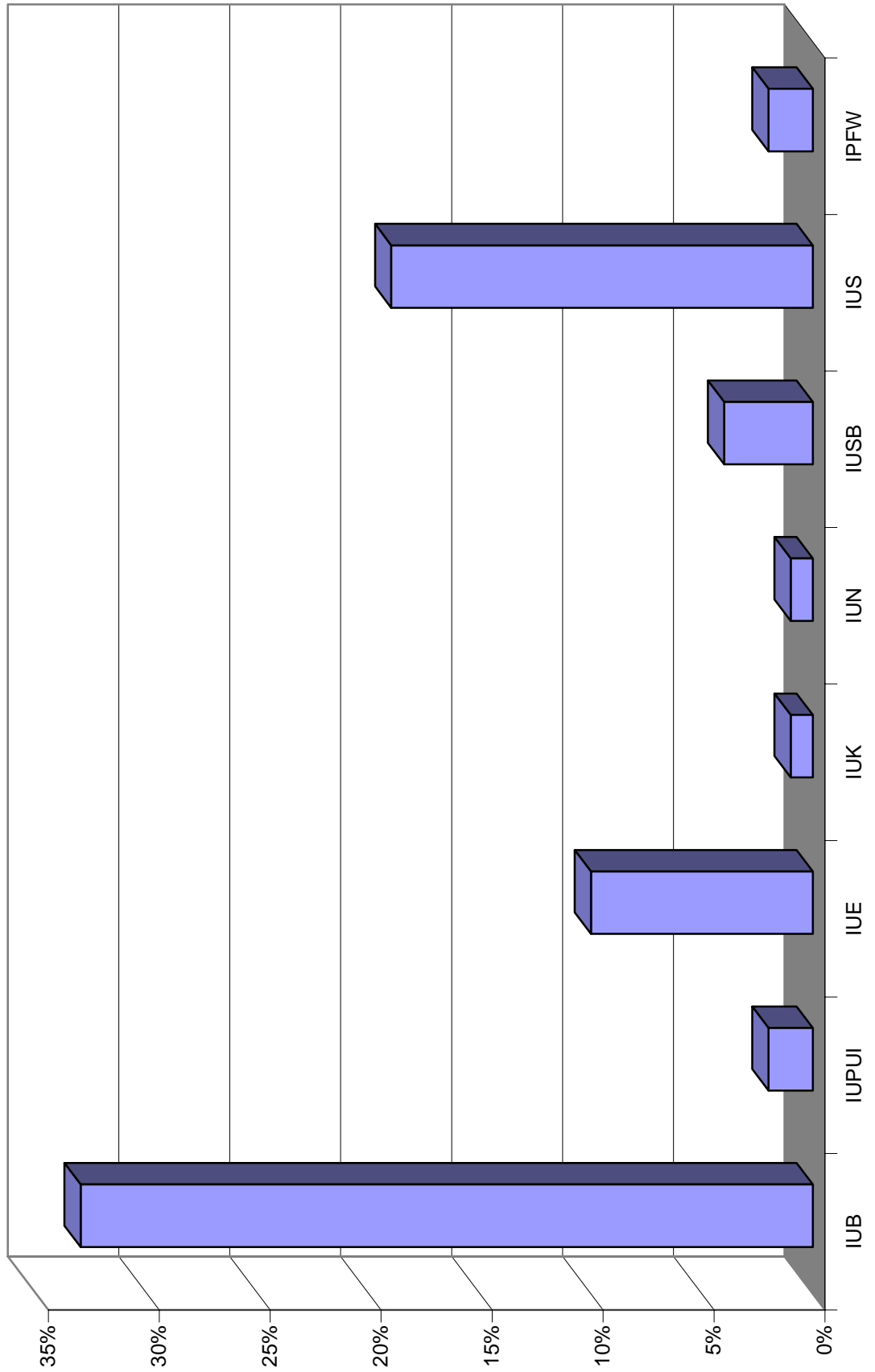
**Graduation Rates:  
Six Years for the 1997 Bachelor's Cohort**



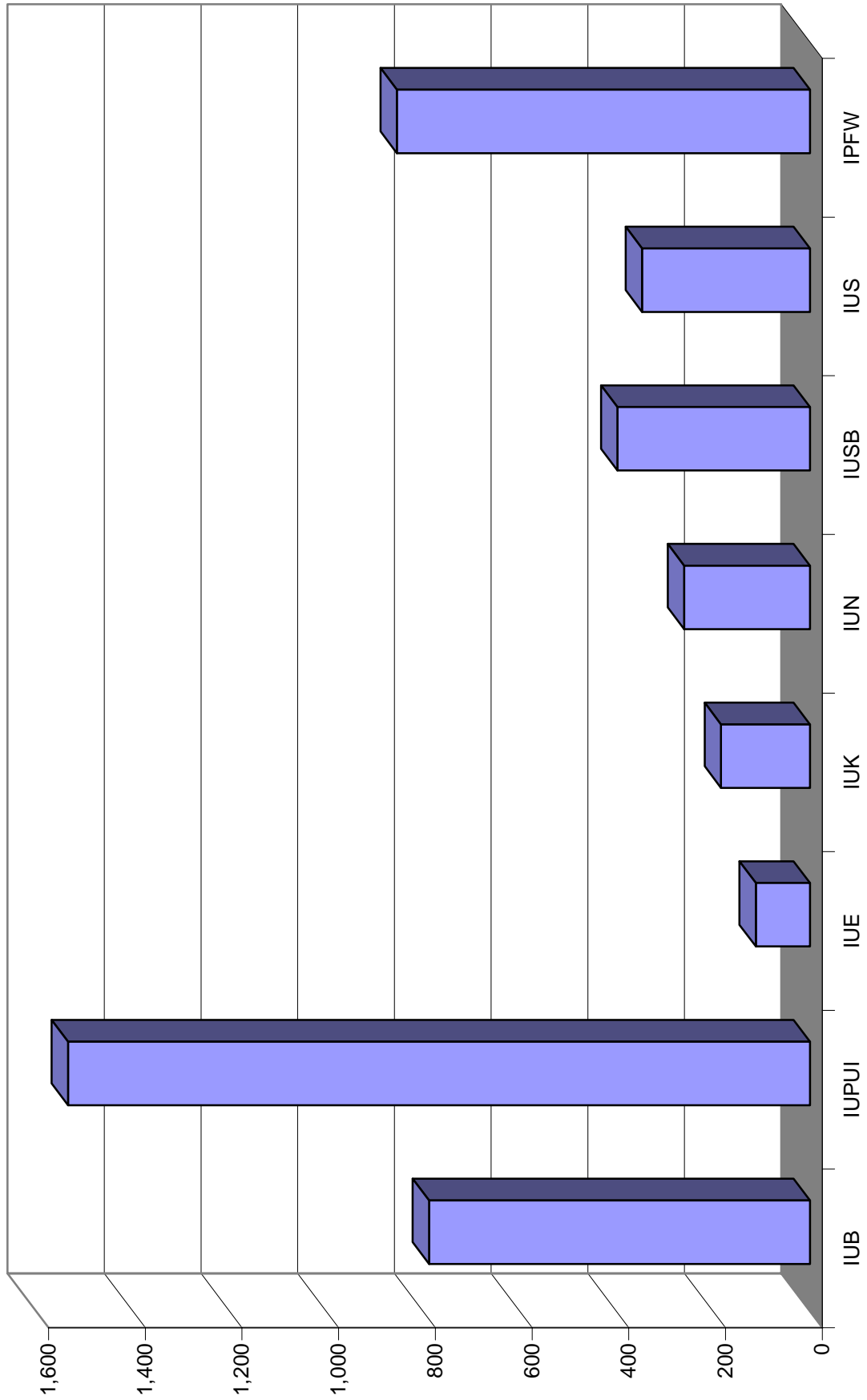
# Class Rank of First Year Freshman



# Percent of Out-of-State Undergraduates



Number of Transfer Students (2003)



## **Mission Statements**

### **Indiana University**

Indiana University is the state's oldest and largest public university. Established by the General Assembly in Bloomington in 1820 and now accessible on seven other campuses and several centers throughout the state and enrolling nearly 100,000 students from all 50 states and 135 countries, IU is a major research institution, grounded in the liberal arts and sciences, yet also a world leader in professional, medical and technological education. IU provides broad access to Hoosiers; outstanding academic and cultural programs and student services; a dynamic partnership with the state in economic development; a model effort toward achieving full diversity; leadership in creative solutions for 21<sup>st</sup> century problems, while maintaining a friendly, collegial, humane set of values at every level of the institution.

### **IUB**

Bloomington is the flagship residential, doctoral-extensive campus of Indiana University. Its mission is to create, disseminate, preserve, and apply knowledge. It does so through its commitments to cutting-edge research, scholarship, arts, and creative activity; to challenging and inspired undergraduate, graduate, professional, and life-long education; to culturally diverse and international educational programs and communities; to first-rate library and museum collections; to economic development in the state and region; and to meaningful experiences outside the classroom. The Bloomington campus is committed to full diversity, academic freedom, and meeting the changing educational and research needs of the state, the nation, and the world.

### **IUPUI**

Indiana University-Purdue University Indianapolis (IUPUI), a partnership between Indiana and Purdue Universities, is Indiana's urban research and academic health sciences campus. IUPUI's mission is to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement. By offering a distinctive range of bachelor's, master's, professional, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity.

### **IU East**

Indiana University East is a regional campus of Indiana University, serving residents of east-central Indiana and west-central Ohio seeking baccalaureate degrees, selected associate and graduate degrees, and opportunities for life-long learning. Indiana University East focuses on student success by challenging students to grow intellectually and interpersonally in a supportive and scholarly environment. Indiana University East is committed to achieving the goal of the full diversity of the region it serves among its students, faculty and staff and to creating an environment which supports that diversity.

Through its commitment to student success and the wise use of its human and other resources, Indiana University East promotes the economic development and the educational and cultural well-being of the communities we serve.

### **IU Kokomo**

The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the residents of North Central Indiana by providing a wide range of bachelor's degrees, and a limited number of master's and associate degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity and to strengthening the economic and cultural vitality of the region through a variety of partnerships and programs.

### **IU Northwest**

The mission of Indiana University Northwest, a regional campus of Indiana University, is to provide a high-quality and relevant education to the citizens of Northwest Indiana, the most diverse and industrialized area of the state. The institution strives to create a community dedicated to the pursuit of knowledge and intellectual development, leading to undergraduate and selected graduate degrees in the liberal arts, sciences and professional disciplines. The campus is strongly dedicated to the value of education, lifelong learning, diversity, celebration of cultures and opportunity for all, as well as to participating in the sustainable economic development of the region and of the state. Indiana University Northwest is committed to the health and well-being of the communities it serves.

### **IU Southeast**

Indiana University Southeast is the regional campus of Indiana University that serves southern Indiana and the greater Louisville metropolitan area. As a public comprehensive university, its mission is to provide high-quality educational programs and services that promote student learning and prepare students for productive citizenship in a diverse society, and to contribute to the intellectual, cultural, and economic development of the region. Its academic programs include a comprehensive array of baccalaureate degrees, a limited number of associate degrees, and a selected set of master's programs. The campus is committed to offering educational programs and services which promote and support diversity in all its aspects. The faculty engage in research and creative activities which strengthen teaching and learning through inquiry into both the content and the pedagogy of the disciplines and create opportunities for students to engage in applied learning. Finally, members of the campus community are committed to using their professional and personal expertise to address the intellectual, cultural, and economic development needs of the campus's service region.

### **IU South Bend**

Indiana University South Bend is the comprehensive undergraduate and graduate regional campus of Indiana University that is committed to serving north central Indiana and southwestern Michigan. Its mission is to create, disseminate, preserve, and apply knowledge. The campus is committed to excellence in teaching, learning, research, and

creative activity; to strong liberal arts and sciences programs and professional disciplines; to acclaimed programs in the arts and nursing/health professions; and to diversity, civic engagement, and a global perspective. IU South Bend supports student learning, access and success for a diverse residential and non-residential student body that includes underrepresented and international students. The campus fosters student-faculty collaboration in research and learning. Committed to the economic development of its region and state, Indiana University South Bend meets the changing educational and research needs of the community and serves as a vibrant cultural resource.