**Report of the
Long Range Planning Committee**

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In the Spring of 2003, the School of Education Policy Council charged the Long Range Planning Committee (LRPC) to consider the core campus and "to identify issues at the program level that are perceived to be problematic because of core campus policies and practices and to make recommendations for addressing them."

The LRPC used a variety of means to gather data including meetings with key committees of Policy Council, with faculty at IUPUI, with departments at IUB, and a survey about the concept and operation of the "core campus". (A summary of the information gathering activities of the Committee is presented in Attachment A.)

By and large the reaction to the core campus in surveys, and in discussions at all levels was "It's a great idea *but*…" That is, there is general agreement that the core campus concept enhances opportunities among faculty and graduate students in the School of Education for engagement, collaboration, and professional growth that are not available to each campus separately. However, there are a variety of practical and structural barriers that interfere with its full implementation.

Our report is presented in four parts: First, we briefly present the potential— elaborating on the strengths and opportunities for students, faculty, and the School as a whole that make the core campus a "great idea." Next we elaborate on barriers confronting students, faculty, and the unit. In the third section, we make recommendations to move beyond the status quo if there is a willingness to do so. This short list of recommendations is followed by a longer list of possible activities derived from survey comments and interviews that we did not want to lose. We conclude by identifying alternative courses of action, as well as other variables that may affect the operation of the core campus. Appendices provide more complete information for the interested reader.

Advantages of a Core Campus Arrangement: "It's a great idea…"

In concept, the core campus offers impressive benefits for students, faculty, and the unit as a whole. The more obvious of these are briefly presented below.

FOR STUDENTS:
- Those who live in the metropolitan area have access to an advanced graduate program without having to relocate to Bloomington.
- The core campus arrangement provides an opportunity to combine experiences at a traditional Research I institution *and* at an urban research university.

- Having two campus locations increases opportunities for financial support and offers a larger pool of faculty from which to select an academic advisor and research mentors.
- Students interested in urban education issues have access to an urban center for research and practicum.
- A coordinated schedule of classes across the core increases the range and availability of courses.
- There is access to an expanded range of colloquia, visiting scholars, and other extracurricular events to enrich the overall educational experience.

FOR FACULTY:
- A base in Indianapolis draws the student population of the capitol and largest city in the state into graduate and advanced graduate programs.
- The core campus arrangement provides access to an urban center as well as to small town and rural communities for research and development activities.
- The core campus provides an expanded group of colleagues.
- There is access to an expanded range of colloquia, visiting scholars, and other extracurricular opportunities/events.
- There is an opportunity to create "communities of practice" for research, teaching, and service activities that include colleagues who work in significantly different settings.

FOR THE IU SOE:
- The core campus enhances the image of the School as inclusive and responsive to the full range of issues/challenges facing education today.
- Combined data from the core campus yields better numbers concerning enrollments, external funding, and philanthropy than would either campus alone.
- The core campus arrangement can improve recruiting of both faculty and graduate students by offering expanded employment or educational opportunities for spouses/partners and an urban as well as a small city living environment.

Barriers to Implementing a Core Campus: "…but…"

Despite the potential of the core campus ideal, there is a bi-campus reality that results in nontrivial problems. Some of the challenges facing students, faculty, and the unit are briefly presented below.

FOR STUDENTS:
- Many find it difficult to travel between IUB and IUPUI. International students may not have any transportation and other students may have undependable vehicles.
- Despite the feasibility of on-line courses and courses using interactive video technology, students can still be required to attend in person while others find that on-line courses are not acceptable in meeting program requirements.
- Students who are enrolled at both campuses in the same semester are charged student fees on each campus.
- There are frequent problems securing course authorizations away from the home campus.

- There is significant ambiguity about IRB protocols when students work across the core campus (for example, when the student's home campus is different from the campus of the research advisor). It is unclear where the human subjects requests should be filed or whether a student must clear two IRBs.
- The class schedules are different in Indianapolis and Bloomington. The Fall semester begins on different dates.
- Students typically lack information about the interests and skills of faculty on "the other" campus.
- Students may not be encouraged to consider coursework, practicum opportunities, or a research advisor beyond the home campus.

FOR FACULTY:
- Like students, faculty may find it difficult to travel between IUPUI and IUB. Younger faculty may have limited transportation and untenured faculty may be loath to devote 3+ hours to the round trip given the demands of the tenure process.
- Separate budgets result in different salary structures and different resources for faculty of the core campus.
- Trustees have established different expectations for faculty teaching on the IUB and IUPUI campuses, with IUPUI held to an additional 2 courses per year.
- Tenure is campus specific. Faculty are not promoted and tenured as members of a core campus School of Education but rather as members of IUPUI or the IUB academic communities. The different campus cultures create conflicting promotion and tenure expectations, and have quite different protocols for presenting cases.
- Separate and often incompatible IUB and IUPUI schedules create problems for student orientation activities and for faculty who teach in both locations during a single semester.
- IUPUI faculty who wish to collaborate with IUB faculty are generally expected to do the driving. There are problems of time—and parking—associated with this unspoken expectation, and the problem is especially keen for untenured faculty members.
- There is a widespread perception of time wasted on committees that deal with single campus issues. Though distance technology does facilitate participation from both IUB and IUPUI, committee members at IUPUI frequently do not receive committee documents in a timely fashion [or at all] and many committees do not make the effort to use the technology to the fullest (e.g., making sure that the speaker is always visible on camera, shifting the camera to track conversation, and the like).
- There is a lack of incentives to devote time and energy to building a core campus environment. There is widespread perception that collaborative work is not valued by the School's reward structures, particularly at IUB.
- There are a variety of "sins of omission" in which appropriate individuals on one campus are overlooked by their counterparts on the other. As a result information goes unshared across the core and opportunities are lost/collaborations foregone.

FOR THE SOE:
- The reality of a 55+ mile distance and the nearly 3 hour round trip between IUB and IUPUI represents a significant disincentive to collaboration.

- Distance education technology helps to reduce the barrier of separation but distance education is expected to solve too much. "Soft technologies" of personal contact remain important.
- The concept of "core campus" is seen differently in different departments and certainly from IUPUI. Many faculty and staff claim little or no understanding of the arrangement. Some programs and committees underscored the importance of the core campus arrangement to their mission while others are silent on the issue.
- Independent of the faculty in Education, the cultures of the two campus environments are very different. (For example, there is a strong tendency to be collaborative and interdisciplinary at IUPUI with a similarly strong tendency for an individual and departmental focus at IUB. At IUB, the field experience office does much of the work with school sites while at IUPUI faculty do those negotiations directly.)
- Often there is a "campus tokenism" that mandates representation from both campuses rather than opportunities to collaborate on authentic work of the unit or discipline.
- While the core campus image is arguably good for the School of Education, it is difficult to realize benefits to individual faculty/programs on a consistent basis. Realizing the full benefits of the core campus idea would require a significant time commitment from already stressed faculty members at each location.

LRPC Recommendations

Given that there is a broad sense that "The core campus concept is a good idea but…" the faculty and administration of the school must decide whether to engage in a concentrated initiative to (a) remove barriers, and (b) increase incentives to prompt its implementation.

The LRPC takes the position that (1) there should be both effort and resources focused to remove barriers and reap more benefits of a core campus for both students and faculty, and that (2) the results of this investment should be reviewed after a designated period (e.g., 2 years).

We recognize that leadership will be particularly important in this context. Leadership can create an environment in which

- the concept of core campus is established as a priority
- core campus thinking is modeled continuously
- core campus collaborations are clearly valued and publicly acknowledged
- incentives are provided for core campus activities
- there is attention to communication and community building among faculty of the core campus

IF the decision is to pursue the ideal/to realize the potential of a core campus arrangement, THEN the LRP offers a limited number of specific recommendations that we deem vital to this end. This is followed by a longer list of possible activities that might also move toward more authentic and effective operation of the core campus.

1. The dean should designate an individual whose prime responsibility is to foster and implement the core campus ideal.

    a. This should not be a permanent position, but one with a limited term, after which its efficacy should be evaluated.
    b. There should be significant released time associated with the position.
    c. There should be some resources associated with the position so that he/she can support the building of effective core campus functioning.
    d. This person should oversee the implementation of the short list of recommendations (2-8 below) and, as time permits, foster the secondary recommendations of the committee (see Table 1).

2. Begin to eliminate structural barriers of the core campus for students.
    a. Work to bring resolution to the current ambiguity concerning human subjects protocols, and communicate the resulting policy to all faculty, departments, and offices working with graduate education.
    b. Devise and implement a mechanism to eliminate payment of double fees by students enrolled on multiple campuses during a single semester.
    c. Convene a meeting of relevant staff and faculty to develop a protocol for facilitating cross-campus course authorizations.
    d. Clarify residency requirements and establish whether there are expectation for specific campus residency beyond the "core"

3. Begin to eliminate structural barriers of the core campus for faculty.
    a. In all discussions about promotion and tenure, highlight the composition of "primary committees" so that all candidates understand that their primary committee is likely to include members from both Bloomington and Indianapolis. (See http://www.indiana.edu/~soedean/primarycommitteemembership.html).
    b. Modify the promotion and tenure process to better reflect different campus cultures and the reality that tenure is campus specific. One solution would be for IUPUI to have its own "unit committee" (which would also result in a Bloomington-only unit committee for candidates based at IUB). See comments from Promotion, Tenure, and Contracts Committee.

4. Develop a strategy to foster inter campus collaboration of staff from the Deans' suites. Staff from the Dean's offices in Bloomington and Indianapolis should meet regularly in person to coordinate (a) a master calendar [IUPUI + IUB], (b) search & screen activities (see 5 below), (c) promotion and tenure activities, and (d) general communication and coordination.

5. Revisit the composition of key and ancillary committees. Token representation on committees is not constructive when the committee agenda pertains to a single campus.
    a. Review the mandate for IUPUI membership to consider different mechanisms for input/more authentic participation. For example, each committee could be expected to have a core campus element *or* parallel committees might function on each campus with periodic communication between chairs (along the lines of

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IUB's Teacher Education Council and IUPUI's Committee on Teacher Education.).

   b. It may be appropriate to expand membership on some committees that do not currently have participants for both IUB *and* IUPUI.
   c. It is vital to orient both chairs and ex officio members (and GA recorders or secretarial staff) about the importance of developing sensitivity to the core campus. (Additional recommendations for more effective committee functioning are included in #3 in Table 1 below).

6. Develop a core campus recruitment protocol. Many respondents indicated that visiting both campuses during their initial interview played a crucial role in helping them develop a "core campus mindset" and to understand that there were colleagues, students, and opportunities in two very different locations. (And, naturally, they also learned early some of the challenges that accompany the opportunities!) Since the recruitment and selection of new colleagues is a central aspect of faculty work, it is important to "make the core campus work" during the search and screen process.
   a. At a minimum, it is important to assure that both campuses are utilized in the recruitment process.
   b. We should establish expectations regarding visits to both campuses.

7. Review all School, departmental, and committee list serves to assure full representation across the core campus.
   a. All IUPUI faculty members should be on the departmental distribution lists/list servs of the relevant IUB department.
   b. Each IUB chair (and other faculty members as they may express interest) should be included on IUPUI distribution list/listservs.

8. Review informational materials to assure mutual recognition and discussion of both common and unique opportunities.
   a. It is vital to cross-reference faculty directories
   b. Web pages should build relevant links beyond each campus' SOE "home page"

While these 8 items are key, interviews and the survey identified a larger list of possible activities that might be undertaken to improve the status quo and move closer to realizing the full range of benefits of a core campus. These are presented in Table 1.

Table 1:
Additional Activities to Improve Core Campus Operation

1. Develop a school-wide staff infrastructure (moving beyond the Deans' offices to include departmental secretaries and administrative offices) to support an effective "core campus"
   - Arrange for key staff to visit their counterparts on the sister campus
   - Have annual planning/review/update meeting to ensure consistency of message

2. Design and disseminate protocol for committee meetings
   - Prioritize agenda items (common vs. campus-specific items and begin with those that pertain to the core)
   - Establish a practice that committees will meet in person at least once on each campus (or perhaps alternate meeting locations, depending on the nature of the year's work)
   - Ensure that pertinent materials get to all members before the meeting to allow informed participation.

3. Convene regular meetings of Center Directors, Teacher Education staffs, technology staffs, and faculty teaching the came courses across the core campus. Individuals filling the same functions on the two campuses would benefit from improved communication and learn from other's experiences.

4. Devise and implement mechanisms to inform all faculty/students of opportunities of interest on the other campus (guest speakers, special programs, colloquia) and undertake mechanisms to ensure access (carpools, broadcast via distance technology). An important step in this direction may be as simple as adding an IUPUI member to the Lectures & Seminars Committee.

5. Use the school-wide retreat to begin/continue substantive collaboration across the core campus.
   - Coordinate the date within the Deans' offices to eliminate "retreat competition" and maximize attendance.
   - Consider using buses to eliminate the transportation barrier.
   - Alternate the location of the retreat or use a location equidistant between Indianapolis and Bloomington.
   - Devote a substantial part of the agenda to community building/establishing communities of practice.

6. Provide incentives for broader use of "study groups" or the development of "communities of practice." It is noteworthy that items related to "communities of practice" were rated as the most significant potential benefit of the core campus configuration. Alas, it is similarly worthy of note that these items were as rated the least realized in daily practice. Faculty in Language Education have on their own chosen to meet regularly away from either campus to collaborate on research and writing projects. Their study group model combines business with pleasure in the form of dinner and exemplifies the kind of activity that would strengthen a core campus arrangement.

7. Provide mechanisms and incentives to encourage faculty to teach across the core campus (perhaps semester exchanges). Because of the timelines for building the schedule of classes, this will require considerable lead-time and coordination around a number of challenges (sabbatical schedules, etc.).

8. Design and implement mechanisms in each department to ensure that graduate students have an opportunity to meet/get to know faculty whose tenure line appointments are at IUPUI.

9. Encourage students to consider committee members beyond their campus of attendance both through word and deed.

10. Convene a school wide forum to develop a consensus about distance education opportunities for students (should on-line versions of courses be universally acceptable?)

11. Ensure that the next revision of the Graduate Bulletin (to begin Summer 2004) addresses both the opportunities available through the core campus and the differences at each campus. This is an authentic task that provides an opportunity for faculty and staff to learn about and from one another.

12. Review schedule of course offerings at the graduate level to coordinate for faculty AND to maximize course availability for students. Some programs—notably Educational Leadership in ELPS—routinely plan teaching schedules across the core campus to make best use of faculty and to ensure that required courses are offered on a predictable schedule.

13. Re-think the IUB E300/M300 urban field experience to make it more authentic, perhaps inviting collaboration with students at IUPUI's PDS sites.

14. Work with relevant departmental secretaries to ensure that course evaluation summaries for faculty teaching away from their tenure-campus get to the relevant department chairs in time for use in annual/merit review.

15. Take some issues to a higher level
    - Transportation. Many individuals both in and beyond the SOE—along with campus mail and library materials—travel between campuses each day. It would be nice to find some institutional will to devise at least some partial solution to this transportation problem. If we can put a person on the moon…
    - Schedule of classes. Differences in Fall start dates create difficulties for students and faculty. Trustees should be encouraged to approve a single schedule for IUB/IUPUI at the earliest possible date.

Alternative Courses of Action

The LRPC takes the position that (1) there should be both effort and resources focused to remove barriers and reap more benefits of a core campus for both students and faculty, and (2) the results of this investment should be reviewed after a designated period (e.g., 2 years).

However, if the faculty and leadership of the School conclude that there should *not* be a serious effort to move toward a core campus ideal, they must decide which among various positions should be advocated.

- Do nothing. That is, continue the status quo where governance goes unexamined and where any collaboration exists solely as a function of individual faculty or programs. This ignores the real difficulties experienced by students, and creates a particular burden on faculty at IUPUI since their number is smaller and since they are typically expected to come to IUB.

- Separate the two schools of education. IUPUI might become like IUSB, for example: still part of Indiana University but more loosely coupled to policies and practices of IUB.

- Develop some new hybrid. We received repeated comments that many of the benefits of collaboration can be realized independent of the core campus arrangement.

Afterword

Recommendations are not—and cannot be—made or implemented in a vacuum. As we submit this report, there are a number of factors that may influence how the School of Education responds to recommendations to improve the functioning of its core campus.

- There will be some reorganization within the IUB portion of the SOE to accommodate the new "Learning Sciences" program.
- The new President of Indiana University has put an emphasis on "mission differentiation" across 7 IU campuses. This may–or may not—impede an effort to improve collaboration and communication between elements of the SOE core campus.
- The status of the University Graduate School is uncertain. If there is radical change, then both academic units and campuses may have additional powers and responsibilities.
- Faculty in the School of Education at IUPUI have aspirations to develop a doctoral program that would build bridges to other schools at IUPUI (Nursing, Social Work, SPEA, and Liberal Arts) and invite the participation of Education faculty based at IUB, and bring an interdisciplinary focus to the study of the complex needs of children, families, schools, and communities in the urban environment.
- …and we have not even mentioned IUPUC and the faculty and programs there that report through the Chancellor at IUPUI.

Ultimately, the LRPC must re-emphasize that there is a generalized perception that "The core campus is a good idea but…" There is broad agreement that the core campus has the potential to enhance opportunities for engagement, collaboration, and professional growth among faculty and graduate students in the School of Education, but a variety of practical and structural barriers interfere with its full implementation. If the School of Education elects to move toward implementation of a true core campus, we must make a conscious commitment and begin a reassessment of policy, practice, and incentives.

Appendices

A   Activities of the 2003-04 LRP including schedule of meetings/interviews
B   Faculty survey instrument
C   Survey results
D   Comments from surveys (representative sample)
E   Definition of core campus

APPENDIX A:
Activities of the 2003-04 LRPC

Approach
- Review of the SOE constitution for policies re core campus (GMW summary)
- Conducted a word search on School web sites for information pertaining to the core campus
- Decided to focus on the possibilities of a core campus arrangement. Specifically we explored (a) the extent to which the possibilities of a core campus are perceived as valuable, (b) the extent to which the possibilities are realized, and (c) actions that might move the School toward a "core campus ideal"
- Meetings with committees charged to implement strategic plan. (Note: We did *not* meet with the two committees the oversee teacher education—IUB's Teacher Education Council and IUPUI's Council on Teacher Education--
- Survey administered through face to face meetings with departments
- Discussions with department groups
- Interviews with individuals

Meeting Schedule

Group	Date	LRP Member
Diversity Committee	February 17	Williamson
Partnerships & Outreach Committee	February 26	Wilcox
Graduate Studies Committee	March 10	Mank & Wilcox
Research, Development & Equipment Committee	*No response*	--
IUPUI	January 5; March 3	Banta, Stafford & Wilcox
CEP	No meeting; survey distributed	Ingersoll
Language Education	February 27	Wilcox
C&I	March 5*	Wilcox
ELPS	March 5	Wilcox
IST	March 26	Wilcox

*Note: We received complete responses from some programs in C&I and quite incomplete responses from others. The survey was distributed through the program coordinators.

Interviews

Luise McCarty	Cathy Brown	Barry Bull
Sherry Queener	Khaula Murtadha	Jack Cummings
Jill Shedd		

Appendix B: Faculty Survey Instrument

For AY 2003-04, Policy Council has asked the Long Rang Planning Committee (LRP) to focus on the core campus concept (IUB and IUPUI SOE faculty as a single "family"). To that end, we are examining the opportunities the might be inherent in a core campus), and the extent to which those opportunities are realized.

SURVEY OVERVIEW

The survey below lists perceived opportunities that are available within a core campus configuration. The list is drawn from a discussion that took place in a meeting of IUPUI School of Education faculty on January 7. We are inviting IUB and IUPUI School of Education faculty to review the list, and to respond to each item in several ways:

>On the left hand scale, indicate your *level of agreement with each statement* using the following scale:

    SA Strongly Agree that this is an opportunity of a core campus arrangement
    A Agree
    U Undecided
    D Disagree
    SD Strongly Disagree that this is an opportunity of a core campus arrangement

>On the right hand scale, indicate *the extent of <u>your</u> involvement with each opportunity OR the extent to which you see this benefit <u>realized</u>* using the following scale:

    1   Often utilize or participate in the opportunity
    2   Sometimes utilize or participate in the opportunity
    3   Have not utilized or participated yet in the opportunity, but plan to do so
    4   Do not participate because I do not think this is an available opportunity
    NA Not applicable

>For each statement, please consider *what actions or changes* might improve your involvement or the extent to which the opportunity is realized.

Space is provided at the end of the survey for you to comment or to add opportunities.

Survey re: Core Campus

Demographic Information

Campus   **Academic Department with which you are affiliated**   **Years in IU system**

[ ] IUB   [ ] C&I   [ ] C&EP   [ ] ELPS   [ ] less than 5 years [ ] 10-15 years   [ ] 20+ years

[ ] IUPUI   [ ] IST   [ ] Language Education   [ ] 5-10 years   [ ] 15-20 years

Items

Do you agree that this is a benefit of a "core
campus" arrangement?

To what extent do you see this potential benefit realized?
To what extent do <u>you</u> take advantage of it?

SA   A   U   D   SD   1. The core campus arrangement provides access to   **1   2   3   4   NA**
an urban context for <u>all faculty</u>, not just those based at IUPUI.
What would it take to make this happen?

SA   A   U   D   SD   2. The core campus provides access to an urban environment/   **1   2   3   4   NA**
urban context for <u>all graduate students</u> who have interest
in urban issues.
What would it take to make this happen?

SA   A   U   D   SD   3. The core campus can improve faculty recruiting through   **1   2   3   4   NA**
the availability of opportunities on two campuses, such as
IUB resources for IUPUI candidates, a larger pool of job
opportunities for spouses/partners, etc.
What would it take to make this happen?

SA   A   U   D   SD   4. The core campus can improve graduate student recruiting through   **1   2   3   4   NA**
the opportunities for financial support and/or educational
experiences on both campuses.
What would it take to make this happen?

SA   A   U   D   SD   5. Faculty have access to a larger community of doctoral   **1   2   3   4   NA**
                                    students by taking advantage of the core campus concept.
                                    What would it take to make this happen?

SA   A   U   D   SD   6. The IUPUI faculty has the opportunity to serve on   **1   2   3   4   NA**
                                    doctoral committees.
                                    What would it take to make this happen?

SA   A   U   D   SD   7. Doctoral students based at IUB have additional options for   **1   2   3   4   NA**
                                    program members and advisors, through utilization of
                                    IUPUI based faculty.
                                    What would it take to make this happen?

SA   A   U   D   SD   8. There is an opportunity to coordinate the schedule of   **1   2   3   4   NA**
                                    graduate course offerings across the core campus.
                                    What would it take to make this happen?

SA   A   U   D   SD   9. The core campus arrangement provides an opportunity   **1   2   3   4   NA**
                                    to coordinate graduate course offerings in Bloomington & Indianapolis,
                                    thereby increasing efficiency and improving access for students.
                                    What would it take to make this happen?

SA   A   U   D   SD   10. By drawing on faculty and student resources of the core campus,   **1   2   3   4   NA**
                                    there is an increased pool of talent to address tasks facing
                                    the SOE.
                                    What would it take to make this happen?

SA   A   U   D   SD   11. We can create "communities of practice" across the core campus   **1   2   3   4   NA**
                                    that provide sustained personal and professional development for
                                    faculty.
                                    What would it take to make this happen?

SA   A   U   D   SD   12. We can create "communities of practice" across the core   **1   2   3   4   NA**
                                          campus that expand research opportunities.
                                          What would it take to make this happen?

SA   A   U   D   SD   13.   The core campus improves opportunities for faculty collaboration   **1   2   3   4   NA**
                                          in teaching, research, and service activities.
                                          What would it take to make this happen?

SA   A   U   D   SD   14. The national connections of established faculty on both campuses   **1   2   3   4   NA**
                                          create opportunities for graduate students and for junior faculty.
                                          What would it take to make this happen?

SA   A   U   D   SD   15. The combined alumni of the core campus represent a powerful   **1   2   3   4   NA**
                                          network that could be organized for education related advocacy
                                          as well as for institutional support.
                                          What would it take to make this happen?

Please share comments or additional opportunities re the core campus configuration:
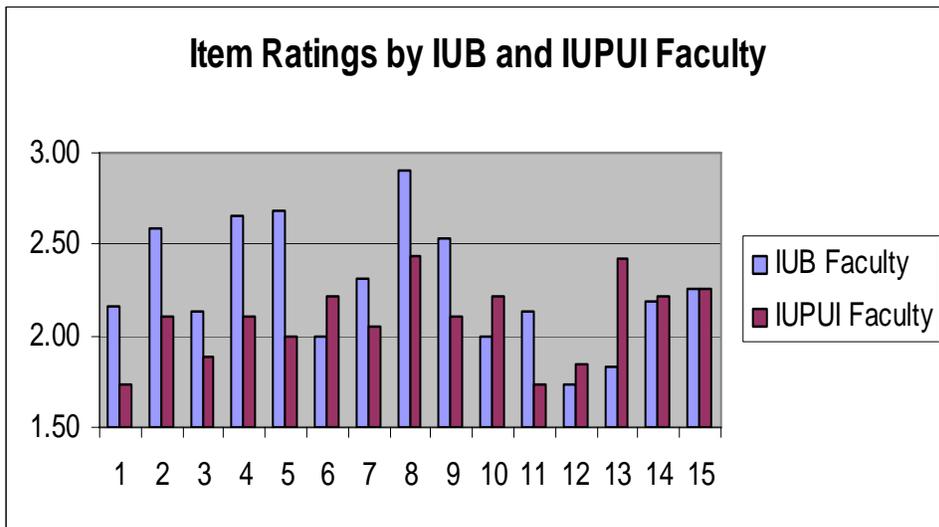
Appendix C: Survey Results

In an effort to garner a sense of the attitudes and beliefs of Bloomington and Indianapolis faculty toward the concept and application of "Core Campus," a survey was distributed. The survey contained 15 items related to opportunities for collaboration to which individual faculty were to 1) respond on a Likert-type scale (Strongly Agree to Strongly Disagree) that it was a possibility and 2) the degree to which she or he utilized or participated in the example collaborative activities. In both instances, a low score represented a positive response. That is, for the first measure (range 1 to 5) scores toward a value of 1 reflected agreement. For the second measure (range 1 to 4) scores of 1 reflected frequent participation or utilization. In all, 51 faculty responded to the survey (39 IUB, 19 IUPUI) Items and mean responses for the two scales are presented below.

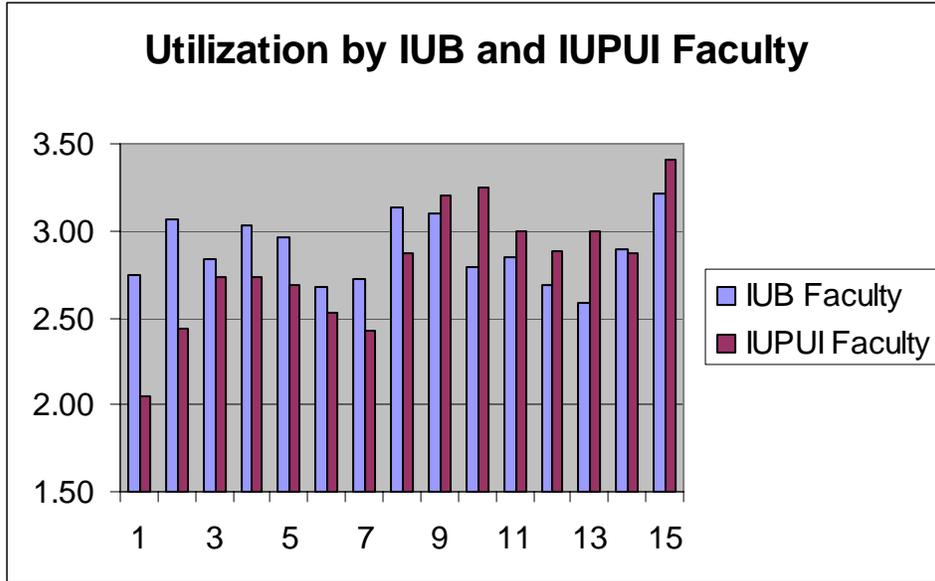|	Mean Agreement	Mean Utilization
1. The core campus arrangement provides access to an urban context for <u>all faculty</u>, not just those based at IUPUI.	2.00	2.48
2. The core campus arrangement provides access to an urban context for <u>all graduate students</u>, not just those based at IUPUI.	2.42	2.84
3. The core campus can improve faculty recruiting through the availability of opportunities on two campuses, such as IUB resources for IUPUI candidates, a larger pool of job opportunities for spouses/partners, etc.	2.04	2.81
4. The core campus can improve graduate student recruiting through opportunities for financial support and/or educational experiences on both campuses.	2.45	2.93
5. Faculty have access to a larger community of doctoral students by taking advantage of the core campus concept.	2.43	2.86
6. The IUPUI faculty has the opportunity to serve on doctoral committees.	2.08	2.63
7. Doctoral students based at IUB have additional options for program members and advisors, through utilization of IUPUI based faculty.	2.22	2.63
8. There is an opportunity to coordinate the schedule of graduate course offerings across the core campus.	2.74	3.04
9. The core campus arrangement provides an opportunity to coordinate graduate course offerings in Bloomington & Indianapolis thereby increasing efficiency and improving access for students.	2.38	3.13
10. By drawing on faculty and student resources of the core campus, there is an increased pool of talent to address tasks facing the SOE.	2.08	2.96
11. We can create "communities of practice" across the core	1.98	2.91

campus that provide sustained personal and professional development for faculty.		
12. We can create "communities of practice" across the core campus that expand research opportunities.	1.78	2.76
13. The core campus improves opportunities for faculty collaboration in teaching, research and service activities.	2.06	2.73
14. The national connections of established faculty on both campuses create opportunities for graduate students and for junior faculty.	2.20	2.89
15. The combined alumni of the core campus represent a powerful network that could be organized for education related advocacy as well as for institutional support.	2.26	3.28

What may be gleaned from the table is that faculty members appear most positive about the opportunities to create communities of practice and for access of core campus faculty to urban contexts. They are least optimistic about the impact of the core campus on graduate student opportunities. The utilization data reflect an overall lack of engagement in the process. The most utilized element was accessing an urban environment, and then the mean was 2.48. The items cluster around an average perception that faculty "Have not utilized or participated yet in the opportunity, but plan to do so."

Comparison of relative perceptions of IUB and IUPUI faculty yields the pattern shown in Figure 1. The greatest divergences in opinion in which IUPUI faculty were more optimistic were observed in items 1 and 2 related to access to urban contexts, 4 and 5 related to access to a broader array of doctoral students, item 8 related to coordination of graduate offerings, and item 11 related to creating "Communities of Practice" for professional development. The one item revealing a stronger IUB optimism was item 13 related to opportunities for faculty collaboration. Analysis of responses relative to years of appointment to the faculty revealed not clear patterns of change.

When comparing IUB and IUPUI faculty in terms of relative utilization of the advantages of the core campus, greater utilization by IUPUI faculty is reflected in items 1 to 8 but by IUB faculty for items 10 to 13 and item 15.

Appendix D: Selected Comments

"I'd like to see this work, but the logistics are very problematic. More importantly, the advancement of IUPUI as its own institution is creating pressures & opportunities for IUPUI SOE faculty to identify with the campus more than the "core campus". In my opinion, that is as it should be." [I]

"I need to feel like a real member of the department [in Bloomington]. I need more contact with grad students based at IUB." [I]

"I would like to be asked to sit on doctoral committees more often. Students are not encouraged to consider us for committees." [I]

"Graduate students have to pick an association with a campus. IUPUI students are considered less valuable since they are less visible to faculty at IUB. Time spent at IUPUI is not considered valuable by our IUB colleagues." [I]

"It's an uphill battle anyway and consequently small problems become major disincentives." [I]

"I've already seen IUB approach IPS to recruit students and offer classes without ever contacting us." [I]

"Seems to be a one-way road up 37 to 'use' urban resources without benefit for IUPUI." [I]

'I always end up having to go to Bloomington. No colleagues seem to be interested in making their way up to Indy." [I]   *[NOTE: there were many comments to this affect by IUPUI faculty and also a sensitivity to that one-sidedness by respondents at IUB.]*

"The questionnaire provides an excellent glimpse of what is possible though a core campus concept, yet it is troubling that we have not made significant progress in any of these areas. [T]his…is based on some very real barriers, not the least of which is the considerable distance between the campuses. The other significant barrier is that the two campuses have very different missions and goals and faculty on both campuses are keenly aware of these differences. For some faculty, theses differences are exciting and interesting, but for other faculty these differences lead to unwarranted conclusions about what is happening on the other campus…We should collaborate but we simply do not do it often." [I]

"Tenure is campus-specific so why isn't the P&T process also campus-specific?" [I]

"There is a big difference between the possibility and the reality [of the core campus]." [B]

"A sense of disconnection and competition prevail between the two campuses. Much of it is generated top-down." [B]

"We have to develop an awareness of IUPUI faculty and programs in all the department chairs at IUB. That's hard to do when the organizational structures of the two campuses are so different. IUB chairs do not have a direct counterpart at IUPUI." [B]

"There must be meaningful opportunities for collaboration that make good use of faculty time. Gesture or token representation is insufficient." [B]

"The notion of core campus will not work: (1) Currently it takes me all day to be in the field working with a local school and teaching a class. I would never increase my time by electing to participate in Indy. (2) Faculty and student course schedules would never match." [B]

"I am already too busy and to connect [with IUPUI colleagues] would kill me."

"There has to be leadership to realize the core campus potential. Administrators have to value collaborative work and create time, space, and support." [B]

"There really are not formal mechanisms for exchanging information or learning from the other's experience. There is so much to learn but we are *not* learning from each other." [B]

"More communication. What is going on at IUPUI? I don't receive a lot of information." [B]

IUPUI faculty need to offer graduate classes. [B]

Need to have faculty [at least one colleague] at IUPUI. [B]

"Our program is the most merged unit because we have a mutual interest in serving the community and attracting students." [EdLdrshp, B]

"There are advantages to the concept but it's difficult to implement, Both groups of faculty are stretched too thin." [B]

"The diversity of students at IUPUI really adds to the richness of class discussions." [B]

"Without mobility [to bridge the distance] incentives must be greater. Without incentives, mobility doesn't matter." [B]