A Preliminary Academic and Budgetary Plan for the Indiana University Division of Labor Studies

Submitted by:

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Dean
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I. Conceptual Framework for the Reorganization of the Indiana University Division of Labor Studies

Background

Indiana University’s Division of Labor Studies (DLS) began in the post World War II period as a non-credit extension unit. In 1976 DLS added a labor studies concentration in the School of Continuing Studies’ degree program and in 1985 the School established the Certificate, Associate and Bachelor of Science degrees. A 1999 DLS Program Review describes its academic uniqueness as follows:

“It draws on all the social science disciplines along with many of the humanities disciplines in both its scholarship and teaching. Labor Studies is unique however in that it is the only field of inquiry that explores the economic, political and social dynamics of employment from the perspective of workers. This distinguishes labor studies from the field of industrial relations as well as from the field of human resource management.”

The DLS is comprised of 7 tenured faculty members and before recent cost-cutting it had up to 15 faculty spread across 6 IU campuses. Five of the 7 tenured faculty members are IUPUI-based and are physically located in Michigan (1), at IU-Bloomington (2) and IUPUI (2). The two tenured faculty members not being IUPUI-based have their tenure at IU-Northwest and IU-Fort Wayne. Faculty members on an IUPUI tenure track reside at IU-Kokomo (1), IU-South Bend (2), IU-Northwest (2), and IU-Fort Wayne (1). Thus, the current number of tenured or tenure-track faculty in DLS is 13.

There were 102 students registered as DLS majors in their A.S. and B.S. degree programs as of 2005-06. These majors account for approximately 13% of the total number of credit hours generated, with the rest being elective courses for other majors. In the spring 2006, 4040 credit hours were taught via online and in-person instruction with the following credit percentages emanating from each campus: IU-Bloomington (46%), IUPUI (14%), IU-Northwest (11%), IU-South East (8%), IU- Kokomo (7%), IU-South Bend (5%), IU-Fort Wayne (4%), IU-East (3%) and IU-Columbus (2%). Approximately 80% of the credit hours were generated via online instruction. The DLS also has a strong concentration on noncredit instruction, the importance of which will be explicated subsequently in this report.

The issues confronting DLS are perhaps best understood by highlighting a series of events starting with the 1999 DLS Program Review. It is important to recognize the importance of that review in that while nearly 7 years have passed, many of the issues it addressed remain with DLS today. During the present period of uncertainty and varying perspectives regarding the future of DLS, the 1999 DLS Program Review is the only recent independent evaluation of Labor Studies at IU by recognized external experts. Among other members, the review committee consisted of the:
Executive Director of the George Meany Center for Labor Studies
Director of the UCLA Center for Labor Research and Education
Director of the University of Iowa Labor Center
President of the Indiana State AFL-CIO
International Representative of the UAW Region 3

The 1999 DLS Program Review was explicit regarding the faculty concerns with its existing director during that period. This led to a recommendation by the review committee that IUPUI recruit nationally for a new director, a step IUPUI took in 2001. During that same period, IUPUI approved DLS moving out of the School of Continuing Studies to become a free-standing unit based at IUPUI. This occurred despite the program review that expressed significant reservations as evidenced by the following statements:

“It has a small faculty scattered over six IU campuses. Each site has considerable independent authority to set up local non-credit courses, to recruit and meet with a local advisory board, to maintain working relations with local unions, to initiate new programs, and to staff for credit courses leading to associate and bachelors degree. Yet the six local offices operate under a centralized budget and the faculty and staff teach credit and non-credit courses outside their local area. Any small geographically scattered program would be inherently difficult to administer. The wide scope of the Labor Studies Program makes it especially difficult to assess and direct.”

And

“Option (b) is to organize the Labor Studies Program as an independent unit reporting to a vice president at IU. The review team is hard pressed to identify any advantages to the change....The Division of Labor Studies is too small to be an RCM. There are too few individuals in the Program to have an effective merit pay system. Labor Studies would be exposed to the risk of declines in credit hour income or declines in income from non-credit courses without the ability to spread the risk over several independent programs.”

Another recommendation of note emanating from the 1999 DLS Program Review focused on the nature of faculty recruitment, (i.e. that they have a strong practice experience in labor such as union directors combined with doctoral preparation). There is evidence with faculty hires over the last five years that DLS has worked diligently to comply with that recommendation.

Coinciding with its transition to free-standing status, in 2001 the Indiana state legislature awarded a targeted $358,000 appropriation to DLS to ease existing budgetary strain. That earmarked appropriation was removed in the spring 2005. Unfortunately, while IUPUI has maintained its historic state appropriation of $1,226,421 to DLS, the awarding of the special earmark and its subsequent withdrawal by the state legislature has resulted in politicizing labor studies during a period when the IUPUI campus is examining its overall organizational structure to better position itself for the future. As an example, in
November 2005 the IUPUI chancellor named a Fiscal Futures Team that had as one of its principal charges:

“Recommend to the Chancellor ways to implement strategic cost saving and restructuring that will preserve and even enhance IUPUI’s strategic priorities, even in the face of mounting deficits for the foreseeable future; you should consider opportunities for increased efficiency and effectiveness in campus administrative services, schools, and school structures.”

With the removal of the earmarked state appropriation there emerged other difficulties that subsequently resulted in the spring 2005 resignation of the newly recruited director. An Interim-Manager was then named to work with the DLS faculty Leadership Team to overcome an impending budgetary crisis through revenue generation and targeted expenditure cuts. This was successfully accomplished through 2005-06 by growth of the online curricular delivery and with strategic cuts in faculty and staff positions. However, while the immediate budget issues were resolved, with in-depth analysis there emerged other accountability issues. As part of a standard review, a transitional audit was performed by the IU Audit Office and the division was found to be lacking in its business practices and policies. With the exponential growth in online curricular delivery, the IUPUI Center for Teaching and Learning was asked to conduct a pilot review and it noted unevenness in the quality of instruction.

This brief background highlights that at least from 1999 there has been ongoing concern with the DLS organizational structure within Indiana University. IUPUI did attempt to establish DLS as a free-standing entity but a secure base has not been achieved. The 1999 DLS Program Review’s analysis was remarkable in it portending impending difficulties with free-standing status due to it being such a small unit with relatively few faculty spread across six campuses.

The combined events led the IUPUI Executive Vice-Chancellor to inform the DLS faculty in August 2005 that they must merge with another academic unit, become decentralized, or disband. The DLS faculty leadership team (formerly the DLS Budgetary Affairs Committee) made a presentation on October 19, 2005 to the IUPUI Executive Vice Chancellor indicating their preference to pursue a merger with another academic unit and assistance in initiating the merger option. On October 21, 2005 the IUPUI Executive Vice Chancellor sent a memorandum to several IUPUI units and Indiana University campuses to consider DLS as a centralized merger partner. In a December 29, 2005 letter to the Executive Vice Chancellor, the DLS faculty leadership team indicated in an attached statement entitled, Finding a Good Home for the DLS:

“The status of the Division of Labor Studies has been in flux, as we went from the School of Continuing Studies, where we had a long and successful partnership, to independent status on the IUPUI campus. We recognize, as strongly recommended by the IUPUI Administration, that we are not a program capable of existing on our own in the university as it is today. We have been given a number of options, and the faculty leadership has unanimously supported a merger of
some kind, either with a statewide school at IUPUI or IUB or a home located on a regional campus, where we might constitute a labor center, or a department within a larger school and possibly also a center.”

In that letter the DLS expressed a need for more time to investigate the merger options. Various options were explored with IUPUI schools and other campuses through the spring 2006. However, no viable merger candidates have emerged.

With no merger partner on the horizon, on May 15, 2006 the Executive Vice President and IUPUI Chancellor named the Dean of the IU School of Health and Rehabilitation Sciences as Interim Director of DLS through June 2007 to complete six principal charges:

1. Facilitate a merger if DLS identifies a partner by December 2006
2. In the absence of a merger partner, design and implement a Campus Integration Plan taking into consideration the changing labor and economic conditions of the state and Indiana University’s long commitment to provide a high quality academic program in labor studies.
3. Seek IUPUI campus review of the Campus Integration Plan through the “IUPUI Policy on School or Program Change”
4. Contact all current majors individually and counsel them regarding degree completion options.
5. Seek the cooperation of Ivy Tech State College in offering a terminal associate of science degree relevant to labor studies and ensure that those students who complete the degree will be able to enter a baccalaureate program at IU with full credit transfer.
6. Examine the quality of current course offerings, particularly of the online courses that now comprise 80 percent of the DLS total enrollment.

This proposal summarizes actions taken to meet those 6 directives and makes preliminary recommendations for the future positioning of Labor Studies at Indiana University.

**Charge #1. Facilitate a Merger if DLS Identifies a Partner by December 2006**

It is the principal responsibility of DLS and any potential partner to mutually agree on mission fit, congruence of academic cultures, and compatible academic infrastructure. However, upon analysis and background review, it is readily apparent that the budgetary assumptions and conditions under which such discussions might occur need to be explicated. Much has been stated, first about the implications of the $358,000 state appropriations and, secondly, the subsequent efforts of DLS to address its fiscal health. In this section an explicit analysis of the DLS budgetary status and assumptions driving revenue and expenditure streams is presented. A key IUPUI faculty policy issue is also articulated.
Cash Reserves

Over the past year DLS has been successful in building its cash reserve from $387,577 in the spring 2005 to over $1.3 million at year-end accounting in spring 2006. This has occurred largely due to two initiatives. First, there has been a dramatic increase in the total credit hours generated from approximately 6,200 in 2003 to 9,152 in 2005-06. Facing a budgetary crisis, the DLS faculty collectively planned and implemented an expansion of curricular offering that proved highly successful in revenue generation. As stated previously, this growth has been in online instruction and as will be explained later in the report it has focused on a particular cadre of students on the IU-Bloomington campus.

The second principal reason for developing such a growth in cash reserves is the extreme cost cutting that occurred since the resignation of the director in spring 2005. The faculty and staff have been reduced by as much as 8 full time equivalents, and it is important to note that the current DLS administrative leadership comes from IUPUI university personnel having other full-time responsibilities. Additionally, the DLS faculty Leadership Team has taken on administrative responsibilities for scheduling of classes and advising that in most academic units would be done by staff personnel.

The cash reserves accumulated by DLS that now exceed $1.3 million provides for an important cushion as strategic planning is implemented over the next years. The DLS faculty clearly demonstrated resolve in addressing an impending budgetary crisis.

Budgetary Considerations with Centralization and Merger

IU Campus-Specific Subsidy to DLS

All IU campuses have support services for the delivery of degree programs to students. Such services include but are not limited to the scheduling of classes, monitoring student aid, student advising, student health services, maintenance of classrooms, upgrades of student technology and a myriad of other such services administered through the campus offices of the vice chancellors. It is a typical practice for academic units to be fiscally assessed for the services based upon established benchmarks such as credit hours generated or number of students. An analysis of the DLS assessments has uncovered an “anomaly” due in large measure to its organizational structure that is not present in other divisions or schools at IU and which must be considered in its likelihood to be a centralized merger partner with another unit or campus. This situation is not the result of any actions by the DLS faculty or administration, it is simply a preexisting structural vulnerability that is just now being discovered with this review but cannot be ignored.

While DLS is based at IUPUI, it generates nearly 86% of its credit hours from instruction to students on IU campuses other than IUPUI. That tuition revenue is being transferred to IUPUI to pay faculty and staff salaries and other operational costs state-wide. Yet, DLS is assessed for just the IUPUI credits which means the other campuses are not being
reimbursed for their infrastructure support of DLS students. To determine the financial impact of this with the present enrollment patterns, the Interim Director requested that the IUPUI Economic Modeling Office examine a centralized DLS in its present configuration with consideration given to true assessments. The assumptions for the modeling were as follows:

1. $1,226,421 available in state appropriation base*
2. No additional yearly increase in state appropriation base, potential decrease depending on state budgeting
3. Tuition increase at 4% per year
4. Credit hours at 2006-07 projected level of 9,152 without consideration for sustainability
5. Salary increments at 3% per year
6. Assessments for operations on IUPUI or all IU campuses
7. DLS has a fund balance of approximately $1.3 million
8. Faculty appointments followed according to the “IUPUI Policy on School or Program Restructuring”
   - Tenured faculty supported as defined in Section V.A-E
   - Untenured faculty supported as defined in Section V.A.2.b

* Subject to fluctuations in the state budget construction for Indiana University

Two economic models for a centralized DLS are presented, 1) the existing practice with just IUPUI assessments, and 2) calculated assessments for all IU campuses.

**IUPUI Assessments:**

<table>
<thead>
<tr>
<th>Year</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$2,955,952</td>
<td>3,022,631</td>
<td>3,091,901</td>
<td>3,163,865</td>
</tr>
<tr>
<td>Expenditure</td>
<td>$2,500,806</td>
<td>2,575,830</td>
<td>2,653,105</td>
<td>2,732,698</td>
</tr>
<tr>
<td>Net</td>
<td>$455,146</td>
<td>446,801</td>
<td>438,796</td>
<td>431,167</td>
</tr>
</tbody>
</table>

**All IU Campuses Assessments Starting in 2007-08**

<table>
<thead>
<tr>
<th>Year</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$2,995,952</td>
<td>3,022,631</td>
<td>3,091,901</td>
<td>3,163,865</td>
</tr>
<tr>
<td>Expenditure</td>
<td>$2,500,806</td>
<td>3,118,335</td>
<td>3,211,885</td>
<td>3,308,241</td>
</tr>
<tr>
<td>Net</td>
<td>$455,146</td>
<td>(95,704)</td>
<td>(119,984)</td>
<td>(144,376)</td>
</tr>
</tbody>
</table>

This modeling reflects the profound impact of the limited assessments applied to DLS. Future consideration of DLS as a merger partner would likely need to finalize an agreement with all IU campuses regarding their view of an appropriate assessment rate.

**Campus Specific Tuition Revenue Generation**

An additional consideration for DLS as a merger partner is the breakdown of the tuition streams from the participating campuses as is indicated below on a 2005-06 DLS tuition income of $1,950,698
<table>
<thead>
<tr>
<th>Campus</th>
<th>Tuition Revenue</th>
<th>Percent of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloomington</td>
<td>$1,167,108</td>
<td>60</td>
</tr>
<tr>
<td>IUPUI</td>
<td>$ 276,554</td>
<td>14</td>
</tr>
<tr>
<td>Northwest</td>
<td>$ 118,237</td>
<td>6</td>
</tr>
<tr>
<td>Fort Wayne</td>
<td>$ 104,927</td>
<td>5</td>
</tr>
<tr>
<td>Kokomo</td>
<td>$ 97,156</td>
<td>5</td>
</tr>
<tr>
<td>*Southeast</td>
<td>$ 85,236</td>
<td>5</td>
</tr>
<tr>
<td>South Bend</td>
<td>$ 64,922</td>
<td>2</td>
</tr>
<tr>
<td>*East</td>
<td>$ 36,558</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,945,744</strong></td>
<td></td>
</tr>
</tbody>
</table>

*DLS faculty not located on this campus

The fact that 60% of the total revenue generated by DLS comes from IU-Bloomington and that 74% comes from IU-Bloomington and IUPUI combined raises a key question about campus-specific decision making that can impact curricular delivery or student access. It is also apparent that consideration will need to be given to the future cost/benefit ratio of placing faculty on multiple IU campuses. The income from IU-Southeast which has no faculty is comparable to or exceeds Kokomo and South Bend which have one or more DLS faculty on-site.

**IUPUI Faculty Policy Considerations in a Merger Proposal**

When contemplating transferring DLS to another IU campus, the *IUPUI Policy on School or Program Change* developed by the IUPUI Faculty Council delineates considerations regarding faculty appointments, particularly those pertaining to tenure. There are 5 DLS faculty who currently hold IUPUI campus- based tenure. Section V.A#6 states, “If the affected program(s) is part of a school with system-wide responsibilities, faculty may be reassigned to a similar program at another campus, provided that such an assignment is voluntary on the part of the faculty member and shall encompass all of the protections identified in V.A1-5 above. Faculty members choosing not to accept reassignment to another campus shall not be penalized.” Under shared governance the IUPUI administration and Faculty Council Executive Committee have mutually agreed to follow the policies and procedures of the current *IUPUI Policy on School or Program Change* for the restructuring of DLS. It is not evident how many of the 5 IUPUI tenured faculty would voluntarily transfer to another campus.

**Summary**

Much discussion has ensued over the last 6 months and will be ongoing in future months regarding relocation of DLS in its present structure into an IUPUI school or to another IU campus. Efforts to raise cash through online offerings to a specific student cohort and severe cost cutting have resulted in a significant cash reserve that will be beneficial for transitional planning. There are, however, substantive questions regarding the long-term stability of DLS income and expenditure streams based upon its historic subsidies that are not enjoyed by other IU academic units and the heavy reliance on one campus’ revenue.
generation. Moreover, in any projected shifting of organizational control there are policy considerations pertaining to DLS tenured faculty.

**Charge #2   Design and Implement a Campus Integration Plan**

*Information Gathering*

In the absence of a merger partner, by early 2007 the Interim Director is to design and implement a campus integration plan for DLS. Whenever change such as the one being proposed is evident there emerges numerous perspectives regarding both the process and the end-product. It is important to glean those perspectives to inform the analysis and to apply certain decision-making principles. For purposes of this report, eight concentration areas led to a *Preliminary Plan* that will form the basis of dialogue in coming weeks and months.

1999 DLS Program Review- The previously discussed review was conducted by labor studies leaders nationally, state-wide labor leaders, and IUPUI faculty, and is informative of the national trends in labor studies for further planning. The report detailed recent movements in the credentialing of labor studies faculty, developing expectation for faulty work, the interface of noncredit and credit coursework, the relationships of labor studies programs to the workforce, and the research agenda. The Interim Director discussed key elements of the report with the DLS faculty and labor leaders to ascertain continued relevance or new insights.

2005-06 Characteristics of DLS- In-depth analyses were performed of the total number of credit hours generated at each campus and by majors, location of majors across campuses, distribution of faculty, tenured faculty and campus origin, majors enrolled in the associate of science and bachelor of science degrees, and the number of degrees granted yearly.

Indiana University Mission Differentiation- In 2005 Indiana University released a report detailing campus-specific strategic academic priorities. This planning process included campus mission statements, explication of the regional, state-wide, national, and international reach of the campuses, and differentiating between the research and regional campuses in faculty work, external funding expectations, and degree delivery. Any campus integration plan should be sensitive to the roles and characteristics of the individual campuses.

Conversation with DLS Faculty- Prior to release of the present preliminary planning document in-depth conversations occurred with the DLS faculty “Leadership Team” (June 6, 2006), the faculty in general at a forum (June 19, 2006), and as requested by individual faculty. Those discussions were framed to inform the Interim Director regarding the faculty’s view of campus integration (e.g. potential organizational structures, realistic economic modeling, and personnel considerations). The steps and timeline for review of DLS review were presented with economic models supporting the academic mission and potential campus academic and budget models. The Interim
Director requested written responses from the faculty’s Leadership Team by June 30, 2006 to the initial academic and economic modeling. No written comments were received.

Contact with Labor Leaders- The Interim Director invited and met individually when possible with representatives of labor. The conversation focused on the perceived needs of organized labor for advanced education in Indiana and the historic and future role of Labor Studies to meet those needs. The Interim Director recorded letters of support for DLS received from labor organizations and offered in-person meetings.

Conversation with Indiana University Administrators- On June 7, 2006 the Interim Director met with the IU Academic Leadership Council consisting of the vice chancellors for academic affairs from the 8 Indiana University campuses. At that meeting, the charges from the IU Executive Vice President were discussed, the timelines and steps for review were presented, and the potential campus integration academic and budgetary scenarios were reviewed. Follow-up discussions were held with individual vice chancellors as necessary.

Indiana University and IUPUI Policies and Procedures for Program Change- Two policies frame academic reorganization on the IUPUI campus and assure that due process is followed. The IUPUI Policy on School or Program Change details a 16 step process of evaluation by the IUPUI faculty, DLS faculty, and external constituents with recommendation to the IUPUI chancellor during academic reorganization. The Policy on Financial Difficulties at IUPUI defines the necessary fiscal considerations for tenured, tenure track, and long-term appointment faculty. Both policies were reviewed in-depth and shared with constituencies.

Contact with Labor Studies Students- A May 15, 2006 letter was sent by the Interim Director to all Labor Studies student majors detailing the DLS planning process in the coming months with assurances that each student file would be review and an individual contact made regarding degree completion and options. Student feedback was incorporated in the planning process.

Preliminary Campus Integration Planning for the Indiana University Division of Labor Studies

Bringing about Labor Studies’ structural change within Indiana University is inherently a deliberative process. There is, as previously indicated, important faculty governance engagement at multiple levels. Moreover, Labor Studies is structurally spread across 6 IU campuses all of which have unique characteristics. What emerges over the next months from each IU campus regarding a Labor Studies presence remains to be determined. With established review procedures, there will be ample opportunity for numerous constituencies to offer comment on the optimal repositioning of Labor Studies at Indiana University. Any preliminary proposal presented for restructuring is likely to be informed by such a process and undergo evolution to a final product.
Within that context, and cognizant of the external constituent concerns, a preliminary proposal for the campus integration of Labor Studies needs to be put forth. In considering that, the 1999 DLS Program Review provides a path and articulates 3 principal considerations for a Labor Studies presence at Indiana University:

**Need for a degree program** - As previously indicated, the A.S. and B.S. degrees in Labor Studies were started in 1985 and evolved from extension courses. This evolution is similar to other now well-established professional and academic disciplines having their origins as certificates or concentrations in other degrees. In 2005-06 across 6 IU campuses there were 6 students studying for the certificate, 26 students in the A.S. program, and 75 in the B.S. program. The B.S. campus distribution was; Bloomington (7), Fort Wayne (3), Indianapolis (26), Kokomo (10), Northwest (25), South Bend (4). Thus, by B.S. student concentration, the Indianapolis and Northwest campuses represent key areas. The A.S degree issues will be addressed in a subsequent section of this report.

Another consideration in the academic evolution of Labor Studies is the potential for graduate education. This emerges from the IU Executive Vice President’s statement in his May 15, 2006 memo that, “Our goal is to provide the organizational structure that will enable Indiana University to continue its long commitment to provide a high quality academic program in labor studies.” The 1999 DLS Program Review noted, “The credit program provides a strong educational background for emerging and current union leaders. An advanced degree program would enhance that function.” The program review went on to note that DLS was some years away from planning such a move. Nevertheless, a campus integration plan should consider an organizational structure that supports such an evolution over decades (as has historically happened with many professional disciplines) so Labor Studies at IU can continue its positioning as an academic discipline.

**Need for a noncredit program** - It is clear from the 1999 DLS Program Review and confirmed by communication with the DLS faculty and labor representatives that the noncredit program is a key element of the labor studies educational philosophy nationally. A large part of the 1999 DLS Program Review focused on the intricate interrelationship between noncredit and credit offerings as a “seamless pathway.” Statements such as the following were typical in the report:

> “Through non-credit instruction, DLS faculty are able to provide important high-quality teaching to workers and unions in a non-threatening, non-school environment. Many workers and union leaders have had very negative experiences with formal schooling and would not enroll in formal, credit based courses. Non-credit instruction helps bring the resources of IU to this population in an environment that encourages them to learn through the use of sophisticated adult education methods that form the heart of labor and workers’ education teaching practice. Thus non-credit instruction is an important instructional activity in its own right but it plays a transitional role in helping workers and
unionists to discover that they have the interest and ability to enroll in formal degree instruction. Recent efforts by DLS to emphasize this transition role of non-credit instruction are very important and represent the cutting edge, not just of labor studies practice but also of higher education practice more generally.”

Need for research- The 1999 DLS Program Review noted the critical importance of continuing to strengthen the research agenda of Labor Studies at Indiana University. It noted that “research is a fundamental element in university education” and that “Given the changes in the Indiana economy over the last decade, there are many areas of research that would allow faculty to meet the requirements of publication while also providing information that would allow workers and their representatives to better deal with dislocation and change.” The review also indicated that “the national AFL-CIO has placed a high priority on reinvigorating high-quality research on labor topics from a variety of disciplines.” The review team noted that “It is important to underscore however that a nationally prominent research agenda will not emerge without some difficult choices regarding hiring, workloads, governance and, of course, budget.”

With respect to research, in the emerging higher education environment characterized by limited resources it is becoming increasing apparent that campuses cannot have distinctive quality in all areas of teaching, research and service. This became explicit with the January 26, 2005 release of the “Mission Differentiation at Indiana University” report by the Office of the President. If Labor Studies is to have a “nationally prominent research agenda” in the future difficult decisions need to be made about campus mission and research infrastructure, particularly as they relate to the focus of faculty work. Consideration must be given to Labor Studies being positioned on a research campus that can support its evolution over decades through the recruitment of research faculty, faculty time allocated for research, graduate education opportunities even eventually to the doctorate, and research and external funding performance standards congruent with a research campus. This argues for a Labor Studies presence at either IUPUI or IU Bloomington. The fact that there are 5 Labor Studies faculty with tenure at IUPUI, and a large segment of the degree students are located at IUPUI, suggests it as the likely campus candidate.

Since the 1999 program review DLS has added an additional dimension to its curricular offerings that must influence a campus integration plan, which is the online delivery of Labor Studies elective courses to undergraduates in other majors. This focus has become so prominent that 87% of the total credit hours generated by DLS now come from non-majors taking principally L100-level courses. Most of the sections are “compression” courses and their student appeal and distribution will be discussed in a subsequent section of this report. As a campus integration plan unfolds a conversation needs to emerge about whether the dominant academic theme and financial solvency of Labor Studies should be defined by such compression courses.
A final consideration in designing a campus integration plan must examine the return on investment in terms of numbers of majors, graduates, and revenue generation relative to fiscal support. The restricted resource environment of higher education in Indiana and nationally is requiring the making of difficult choices regarding the realized value of how dollars are spent. The following tables detail key indicators of return on investment for DLS at the 8 IU campuses.

### Students and Credit Hour Generation

<table>
<thead>
<tr>
<th>Campus</th>
<th>Current B.S. Students</th>
<th>Current A.S. Students</th>
<th>B.S. Graduates Last 3 yrs</th>
<th>A.S. Graduates Last 3 yrs</th>
<th>Percent Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUPUI</td>
<td>24</td>
<td>3</td>
<td>9</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>Northwest</td>
<td>24</td>
<td>14</td>
<td>11</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Bloomington</td>
<td>8</td>
<td>1</td>
<td>4</td>
<td>--</td>
<td>49</td>
</tr>
<tr>
<td>Kokomo</td>
<td>8</td>
<td>2</td>
<td>8</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Fort Wayne</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>South Bend</td>
<td>3</td>
<td>--</td>
<td>3</td>
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<td>4</td>
</tr>
<tr>
<td>Southeast</td>
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<td>--</td>
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<td>--</td>
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<tr>
<td>East</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>2</td>
</tr>
</tbody>
</table>

2004-05 Ratio of Degree Graduates Per Year Relative to Allocated State Appropriations- IUPUI Undergraduate Units

- Average of 10 IUPUI Schools- $18,501
- DLS- $36,071

### 2005-06 Campus-Specific Income and Expenditures

<table>
<thead>
<tr>
<th>Campus</th>
<th>Income</th>
<th>Expenditures</th>
<th>Difference</th>
</tr>
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<tbody>
<tr>
<td>*IUPUI</td>
<td>$318,420</td>
<td>$649,867</td>
<td>$(331,447)</td>
</tr>
<tr>
<td>Northwest</td>
<td>$133,089</td>
<td>$372,854</td>
<td>$(239,765)</td>
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<tr>
<td>Bloomington</td>
<td>$1,167,388</td>
<td>$427,334</td>
<td>$740,054</td>
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<tr>
<td>Kokomo</td>
<td>$97,670</td>
<td>$159,391</td>
<td>$(61,721)</td>
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<tr>
<td>Fort Wayne</td>
<td>$106,805</td>
<td>$232,362</td>
<td>$(125,557)</td>
</tr>
<tr>
<td>South Bend</td>
<td>$79,870</td>
<td>$181,635</td>
<td>$(101,765)</td>
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<tr>
<td>Southeast</td>
<td>$85,236</td>
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<td>$85,236</td>
</tr>
<tr>
<td>East</td>
<td>$36,558</td>
<td>----</td>
<td>$36,558</td>
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</table>

* expenditures also include DLS central administrative personnel

Five principal observations emerge from the campus characteristics in terms of students, credit hours, income, and expenditure streams.

1. Indiana University’s primary mission is to deliver degree programs to undergraduate students. The two clusters for student majors earning B.S. degrees rest with IUPUI and IU-Northwest. IU-Northwest also has a strong
A.S. student group that will be discussed in a subsequent section of this preliminary report.

2. An analysis of 10 undergraduate degree granting IUPUI schools reveals that DLS is markedly well funded in state appropriations relative to its number of yearly degree graduates.

3. As has been presented previously, DLS is heavily dependent upon the delivery of elective courses to other undergraduate majors for its fiscal solvency. The IU-Bloomington elective delivery via online L100 level courses subsidizes the rest of the DLS structure state-wide. This profile has emerged in just the last year.

4. The Kokomo, Fort Wayne, and South Bend campuses are in a similar cluster in that they have relatively few student majors, account for a small percent of the credit hours taught by DLS, and incur significant fiscal deficits for the numbers of students enrolled.

5. The Southeast and East campuses have no student majors and no faculty but enroll significant elective credits for other majors thus resulting in them being modest profit campuses for DLS.

It is clear from these data that while DLS is structurally considered a state-wide division, by student headcount and operations it really emanates from 3 campuses. IUPUI and IU-Northwest are the principal campuses housing students seeking an undergraduate degree in Labor Studies. IU-Bloomington has very few degree seeking students but it has emerged as the financial center for DLS with its offering of “compression courses” as electives to Bloomington students seeking other degrees.

Based upon these considerations, a campus integration plan should preserve the fundamental principles of the 1999 DLS Program Review regarding credit programs, noncredit programs, and research, but with additional consideration focused on a balancing of the Labor Studies elective course delivery. Consideration should also be given to the fact that while DLS is a state-wide division, the majority of its degree granting and course credit operations (which to reiterate is Indiana University’s principal mission) in fact are not state-wide but highly regionalized. In fact, DLS as a unit graduates relatively few students for the level of state appropriations it receives. Based on these considerations, a Two Hub model for the campus integration of Labor Studies at Indiana University is presented.

A Two Hub Model

The preliminary recommendation is that the current DLS be subdivided into two principal “Hubs” having related but also unique priorities that will serve Indiana’s labor needs for credit and noncredit courses while also positioning Labor Studies as a nationally recognized research unit at Indiana University. For purposes of this discussion a hub is defined as a core campus with facilitating networks through other IU campuses in the planning of degree and non-degree extension within its sphere of influence.
Both hubs would be “programs” in existing academic departments, not stand-alone units, and therefore follow the hosting department’s policies and procedures in all aspects of curricular oversight, personnel review, and budgetary monitoring. A “Program Director” would be identified from existing tenured faculty and a 25% release for administrative duties would be allocated.

One hub is proposed to be located on the IU-Northwest campus due to its concentration of degree granting students and location in a labor intensive region of the state. That hub would be termed “North Central” with its sphere of influence starting north and extending east and south to Kokomo. The second hub would be located at IUPUI due to it having the second concentration of B.S. degree seeking students and its mission as a research campus. This would be termed “Central South” and extend from IUPUI to the south. It is anticipated that over the next decade or more, the two hubs would evolve to meet the requirements of their university environments. While being similar in offering a B.S. degree, the two hubs would likely differ in their concentration on noncredit programming, graduate education, and research.

A preliminary economic model for a North Central Hub is presented with existing revenue generation, personnel, and key assumptions.

1. 8 current faculty- 2 tenured
2. anticipated 2,000 credit hours= $328,016 in tuition revenue (for 2007-08)
3. $613,211 in base reallocation (represents 50% of present $1,226,421 state appropriations allocated to Labor Studies)
4. includes 4 campuses assessments totaling $289,269 starting in 2007-08
5. noncredit program generates $25,000 yearly in revenue

<table>
<thead>
<tr>
<th>Year</th>
<th>Income</th>
<th>Expenditure</th>
<th>Net</th>
<th>Cash infusion</th>
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<td>$954,166</td>
<td>$913,117</td>
<td>$40,999</td>
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<tr>
<td>2007-08</td>
<td>966,784</td>
<td>1,195,789</td>
<td>(229,005)</td>
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<td>979,190</td>
<td>1,231,653</td>
<td>(252,463)</td>
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<tr>
<td>2009-10</td>
<td>992,835</td>
<td>1,268,602</td>
<td>(275,767)</td>
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Based upon those parameters, gleaned from analysis of current income and expenditure rates, the economic model projection suggests that the full contingent of 8 existing faculty members on 4 campuses cannot be fully accommodated beyond 2007-08 even when 50% ($613,054) of the total DLS base appropriations ($1,226,421) is being made available. Moreover, a cash infusion of $229,005 will be necessary to maintain all 8 personnel through June 2008 which is currently the length of the contracts for the untenured faculty. This projected deficit is due largely to the limited number of credit hours taught.

Developing a campus integration plan requires that any model put forth clearly shows economic viability while preserving the core academic focus. In the presence of substantive predicted deficits in the North Central Hub it is inviting to propose initiatives that project substantial revenue generation. However, the last year of budgetary challenge has not resulted in marked revenue generation within that hub (that has occurred on the
IU-Bloomington campus), thus one must plan for strategic cuts to balance income and revenue streams while concentrating on the core mission. With respect to the core mission in the presence of limited resources, and with Indiana University’s primary responsibility to educate Indiana citizens at the bachelor degree level, the North Central Hub should be focused on the interface between noncredit and credit programming that promotes the awarding of a B.S. in Labor Studies degree.

There will be an inevitable voicing that over the last year DLS has generated over $1.3 million in cash reserve due to its offering of online “compression” courses at the L100s level. While such a cash infusion is attractive, it should not cloud decision making in determining the necessary steps to develop a Labor Studies structure as an academic unit at Indiana University for several decades. The quickness with which Labor Studies was able to establish an income niche generating over $1 million in one year could be as quickly removed with campus- or student- based decision making. The following model blends base support and reasonable credit hour generation not dependent upon short-term student markets and with realistic reliance on the hosting campus’ tuition profiles. Thus, the model’s focus is to establish Labor Studies as an academic presence at Indiana University within predictable income and expenditure streams so the hosting campus can build a reasonable core of tenured and tenure-eligible faculty. The model also assumes that Indiana University will not be subject to the Indiana state legislature’s political infusion of earmarked state appropriation and removal that has been problematic over the past five years.

Preliminary economic modeling suggests that a North Central Hub can sustain 4-5 faculty members as indicated below:

1. 5 core faculty effective 2008-09 and beyond- 2 tenured
2. contracts of all untenured faculty honored through 2008-09
3. 1 professional staff member for community outreach
4. anticipated 1,200 credit hours= $328,016 in tuition revenue (for 2007-08)
5. $613,211 in base reallocation (represents 50% of present state appropriations allocated to Labor Studies)
6. includes campus assessment of $60,915
7. noncredit program generates $25,000 yearly in revenue

Due to the student major headcount and revenue generation demographics previously cited, it is likely that personnel deployment on the Fort Wayne, Kokomo and South Bend campuses will be altered within the context of IUPUI personnel policies to create a financially viable North Central Hub. It is presently premature to make specific recommendations regarding such changes. Over the next weeks, the Interim Director will likely receive responses to this preliminary proposal from the DLS faculty, campus-
specific administrative officials, and constituent groups. These responses will be considered in determining the most reasonable recommendation to the IU Executive Vice President and Chancellor of IUPUI for this structural change and its process. As part of this decision-making there will be two critical considerations that will be determinant. First, consistent with the IUPUI Policy on School or Program Change Section V.A.1 “Faculty members with tenure or those with an unexpired appointment shall not be involuntarily terminated as a result of transfer, merger or reorganization of programs, which includes the division of a school or department into smaller units.” Second, there is not enough base- funding available to accommodate a transferring of untenured faculty on the Fort Wayne, South Bend, and Kokomo campuses to other faculty assignments on their respective campus.

A detailed economic model for a Central South Hub is presented with the major components highlighted.

1. 5 current faculty- all tenured
2. anticipated 3,700 credit hours=$723,314 in tuition revenue (for 2007-08)
3. $613,211 in base reallocation
4. includes IUPUI and Bloomington campus assessments amounting to $390,266
5. no money from cash reserve necessary
6. positive fund balance

Based upon those parameters gleaned from analysis of current income and expenditure rates the following 5-year projection suggests a positive balance.

<table>
<thead>
<tr>
<th></th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
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<td>991,634</td>
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<tr>
<td>Net</td>
<td>$ 723,955</td>
<td>427,908</td>
<td>433,009</td>
<td>435,409</td>
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Mention should be made of the projected decline in tuition income in the Central South model from 2006-07 ($1,542,000) to 2007-08 ($1,365,681). This shift reflects the fact that the two campuses will no longer be required to carry the burden of funding an entire state-wide division. It also anticipates that the present elective courses to students in other majors, which comprises 87% of DLS tuition revenue, will not continue at current levels and a moderating downward is likely.

While it is inviting to look at the projected $400,000 Net each year, caution must be exercised in that much of this revenue is built on the recently implemented campus compression courses that have become popular on the Bloomington campus. There is substantial uncertainty regarding whether the Central South Hub’s long-term financial stability can be predicated on such courses.

Considerations in the Planning of Campus Integration Model

With any new proposal for structural change multiple questions will arise and concerns expressed. It is within the nature of a “Preliminary Proposal” that key constituencies have an opportunity to express their views. No proposal can completely predict what the key
decision-making issues will be, but in anticipation the following considerations are
further clarified.

**Indiana University Resource Allocation to Labor Studies**- The point has been made
previously but it will be reiterated that Indiana University is not removing state
appropriations from the existing support for Labor Studies as part of the restructuring.
There is $1,226,421 of historic Indiana University support and that amount remains in the
preliminary proposal. It is unfortunate that the Indiana state legislature’s special earmark
of $358,000 in 2001 and its removal in 2005 has confounded this issue and caused some
to believe Indiana University is markedly diminishing its support for Labor Studies.
When one analyzes the $1,226,421 base appropriation on a ratio basis with the number of
DLS graduates each year, DLS is one of the most heavily subsidized academic units at
IUPUI and likely at IU.

**Consistency with the Indiana University Mission**- Much discussion has ensued over the
last year regarding the financial viability of Labor Studies at Indiana University. In
response to a budgetary challenge the unit has directed its efforts to becoming principally
a provider of elective courses to students in other majors. While this has provided a large
cash reserve, one must question whether this should be the primary mission of Labor
Studies. The campus integration model proposed does not negate such activity, but it
does propose moderation under clear quality control and, most particularly, of secondary
importance to what should be the primary mission (i.e. the graduating of Labor Studies
students with B.S. degrees). It is difficult to justify such a heavy emphasis on elective
course delivery by tenured or tenure eligible faculty when many of those campuses have
just 2-8 Labor Studies majors.

**IU Campus Review and Engagement**- This preliminary report presents the academic and
budgetary parameters so all opportunities can be considered and informed decision
making can occur by the IU campuses. It is anticipated that there will be ongoing
conversations to determine a final positioning.

**Potential Hosting School/Campus**- Preliminary conversation has occurred between the
Interim Director and the Dean of the IUPUI School of Liberal Arts regarding housing the
Central South program within one of its departments. There is mutual agreement that
sufficient interest exists to pursue more in-depth conversation. The Interim Director has
also had conversation with the Chancellor at IU-Northwest regarding hosting the North
Central program. It is anticipated that further discussion will ensue with release of this
preliminary report

**Online Curriculum Review**- With implementation of restructuring the present online
instruction across 6 campuses will need to be carefully evaluated and modified over time
so Labor Studies student majors are accommodated. It is anticipated that in the coming
months this dialogue will be initiated and move into significant planning once a campus
integration proposal has been approved by the IU Executive Vice President.
B.S. Degree Review- According to Indiana Higher Education Commission (IHEC) records, there are currently B.S. in labor studies degrees (# of majors) at IUPUI (26) IU-Northwest (25), IU-Bloomington (7), IU-Kokomo (10), IU-South Bend (4) and IP-Fort Wayne (3). Ultimately, there will be consolidation of the B.S. degrees to the two campuses with the highest concentrations of B.S students, but with anticipated extension of Labor Studies online course offerings to other campuses. As part of the planning, consideration will be given to counseling for degree delivery to all present Labor Studies majors at Indiana University.

Coordination of the Non-Credit Program State-wide- One justification often presented for a centralized DLS is the need to conduct state-wide noncredit programming. There is nothing inherent in the emerging structure (s) that would preclude the development of service delivery models and cooperative agreements with labor organizations. Such agreements and planning could meet the needs for week-long programs, short courses, and conferences that are often held state-wide. State, national, and international programs and events are routinely planned through program and departmental structures similar to what is being proposed.

Personnel Actions- The Interim Director, with approval from the IUPUI Chancellor, has authorized a contract extension that meets IUPUI policies on support of non-tenured faculty during review of program change and provides a sufficient period for strategic planning in the implementation of the two hub model. As is the policy of Indiana University, tenured faculty members are retained and will continue to be deployed in support of Labor Studies.

Disposition of the Existing Cash Reserve- The cash reserve will be maintained to address necessary funding for transitional issues as they arise. It is fortuitous that there is sufficient cash reserve to be deliberate in how sensitive personnel matters are handled. Once the final implementation planning has occurred the remaining reserves will be equally divided between the two hubs with memorandums of understanding that they be used in support of Labor Studies within each of the hubs.

Charge #3 Seek IUPUI campus review of the Campus Integration Plan through the “IUPUI Policy on School or Program Change”

The IUPUI campus has a Faculty Council approved policy that solicits wide engagement by key constituencies in its review of any substantive program or school change. This is a 16 step process leading to a recommendation to the IUPUI Chancellor for final decision-making. Starting with the IU Executive Vice President’s directive that the full review process be completed by December 31, 2006 or very soon thereafter to allow for a semester of implementation and budget construction, and given that the policy is one developed by the IUPUI faculty for faculty, the Interim Director secured an IUPUI Faculty Council Executive Committee approval of key dates and necessary action steps. That document entitled, “Timeline for Labor Studies Review and Steps to Adhere to the ‘IUPUI Policy on School or Program Change’” has been widely distributed and is
available upon request. The critical completion dates and action steps are summarized as follows:

June 15th - Interim Director completes widespread notification of intent to restructure and a precise statement on issues with sufficient documentation for such.

June 30th - DLS faculty governance body reacts to proposed unit restructuring

July 14th - Interim Director summits a “Preliminary Campus Integration Plan for Labor Studies at Indiana University” for distribution to DLS faculty and key constituencies.

August 4th - Interim Director submits a “Campus Integration Plan for Labor Studies at Indiana University” based upon responses of DLS and its constituencies.

August 18th - DLS representative group casts secret vote regarding the plan

September 1st - DLS submits its written responses to the campus integration plan to the Interim Director and the Chancellor

September 8th - Date Interim Director submits to the Chancellor a campus integration plan with revisions as necessary based on DLS faculty input.

September 29th - Alternate proposals submitted to the Chancellor

October 6th - Vice chancellors on all IU campuses react to the proposal(s)

October 13th - “Campus Integration Plan for Labor Studies at Indiana University” and all other proposals are submitted to the IUPUI Faculty Council Executive Committee for review.

November 10th - IUPUI Executive Committee review to be completed.

November 30th - IUPUI Executive Committee submits its recommendation to the IUPUI Faculty Council

February 6th - IUPUI Faculty Council makes a recommendation to the Chancellor

February 16th - Chancellor makes final recommendation and implementation begins.
Charge #4—Contact all current majors individually and counsel them regarding degree completion options.

Addressing this directive started in May 2006 and continues to the present to ensure all DLS students are individually contacted regarding the restructuring process and the implications for them. In the absence of a complete electronic Student Information System for DLS, the Interim Director has contracted with the IUPUI Community Learning Network to perform an academic audit of every student’s paper file. The student’s course completion is then being matched to the DLS curriculum listed in the IUPUI Student Bulletin. From this analysis, a summary will be generated for each student. That information is to be shared with the student for individual counseling by a DLS faculty advisor. The student and DLS faculty advisor will be requested that they certify their concurrence with the curricular completion to date and necessary course requirements. Where there are questions regarding degree options the students will be advised to contact the DLS Interim Manager and the necessary networking will be performed. It is anticipated that by fall 2006 all DLS students will be individually contacted by the DLS staff to determine satisfaction with the advisement and to address any additional questions or concerns.

Charge #5 Seek the cooperation of Ivy Tech State College in offering a terminal associate of science degree relevant to labor studies and ensure that those students who complete the degree will be able to enter a baccalaureate program at IU with full credit transfer.

The Associate of Science in Labor Studies (represents student # as of spring 2006) exists at IU-Bloomington (1), IU-Kokomo (5), IU-Northwest (12), IU-South Bend (2), IU-Southeast (0), IUPUI (3), and IPFW (3). The Interim Director’s communications with various labor studies constituencies reveal that this is an area where differences of viewpoint exist. These differences relate to the perceived need for the A.S. in Labor Studies on the IU campuses, the relative missions of the individual regional campuses, and the likelihood of the Community College of Indiana to offer an A.S. serving labor studies. Thus, there are two elements to Charge #5, 1) the role of the A.S. in Labor Studies degree at Indiana University and 2) the state-wide articulation of students at Ivy Tech seeking to secure a B.S. degree in Labor Studies.

A critical document framing the discussion for both issues is the May 2001 agreement between the Indiana Commission for Higher Education (ICHE), Indiana University and Purdue University entitled, “Agreement for the Continued Development of the Regional Campuses of Indiana University and Purdue University and IUPUI.” The section referring to associate degrees indicates the following:

“As the Community College of Indiana develops, it will become the predominant source of new associate degree programs. It is also expected that Indiana and Purdue University will place greater emphasis on the baccalaureate degrees as their most important educational credential by offering more baccalaureate degrees and by conducting a review of the associate degree currently offered. The
purpose of the review will be to revisit the regional need for each associate
degree, and the advantages that would be associated with having the Community
College of Indiana offer the degree. In this review, there will be no presumption
that Indiana University or Purdue University will relinquish authority for any
particular associate degree. Instead the analysis will be focused on whether
Indiana University and Purdue University should voluntarily cede authority for
the degree to the Community College of Indiana. The results of this review will be
presented to the Indiana Commission for Higher Education by May 2002.

In the course of this analysis, Indiana University and Purdue University will
consider various factors such as the degree of regional need and support for the
associate degree program, the relationships, overlaps and synergies between
associate degree programs and baccalaureate degree programs in the same field;
special expertise on the campus; and the potential for special benefits that derive
from the multi-campus schools of Indiana University and Purdue University.

When Indiana University and Purdue University present proposals for new
associate degrees, they agree to present clear and convincing evidence that there
is a regional need for the new degree in that particular field that cannot be as
effectively or efficiently addressed by the Community College of Indiana.”

In a June 23, 2006 conversation with the Associate Commissioner for Academic Affairs
at ICHE, it was confirmed to the Interim Director that the signed agreement between
ICHE, Indiana University and Purdue University remains the overriding document
shaping policy as it pertains to A.S. degrees. While both universities are to lessen their
focus on the A.S. in a variety of ways, including phasing out where the opportunity
exists, it is clear from reading the policy that careful analysis should be conducted to
ensure that higher education access in the state of Indiana is not unnecessarily
compromised. Application of this policy to Labor Studies at Indiana University suggests
that any such an analysis should be conducted on an individual campus basis since the
A.S. resides on 7 IU campuses having differing characteristics.

ICHE will take an interest in the implementation of the present policy given its signatory
role and state-wide higher education responsibilities. Key areas of consideration for
campus specific analysis will need to include, 1) does the A.S. in Labor Studies as
currently configured meet the definition of a terminal degree (i.e. it is not designed to
articulate with a B.S. at a four year institution and by its completion there is a clear and
identifiable path to employment) and if it does what would the compelling reason be for
it not to be transferred to the Community College of Indiana, 2) can the degree
reasonably be offered by the Community College of Indiana in that particular region,
3) what is the regional need for the degree, 4) is the degree within the academic mission
of the campus, 5) will the IU campus’ chief academic officers support retaining the A.S.
degree, and 6) are there sufficient students graduating with the A.S. degree to warrant it
remaining on the campus. All six criteria are of central importance and the prevailing
philosophy should be that to not transfer an A.S. degree responsibility would be
considered a marked exception. Indeed, the few student numbers currently enrolled
would lead one to question just how many campuses would qualify in retaining an A.S. in Labor Studies. Based upon these considerations, and in anticipation that the weeks ahead will allow such campus-specific dialogue to occur, the preliminary recommendation now is to initiate those discussions.

**Charge #6** Examine the quality of current course offerings, particularly of the online courses that now comprise 80 percent of the DLS total enrollment.

Over the last year DLS has entered into a very aggressive phase of online curricular delivery to a particular segment of the student population. From the spring 2005 to the corresponding spring 2006 the following student enrollment patterns emerged in 4 labor studies courses in the L100s that are called “campus compression courses” and are offered at the mid- to end- of the semester periods. As can be seen, the overwhelming growth occurred on the IU-Bloomington campus

| Student head count for 4 Mid-Semester L100s compression courses (March 19-April 28) |
|-----------------|-----------------|
|                 | Spring 2005 | Spring 2006 |
| IU-Bloomington  | 77           | 475          |
| DLS Total       | 77           | 557          |

This growth in one set of courses is striking by any measure and demonstrates how 80% of the credit hours are now generated online. It is also the financial cornerstone of the justification of a division. In 2005, a pilot study requested by the DLS Interim Manager and conducted by the IUPUI Center for Teaching and Learning noted unevenness in the quality of delivery of four online DLS instructors. This led the IU Executive Vice President to charge for a more in-depth analysis. Given that the growth is largely with IU-Bloomington students, the Interim Director of the Division of Labor Studies has contracted with the Indiana University-Bloomington Center on Learning and Technology to examine the curricular delivery of the labor studies distributive education program. There are to be four principal areas for the evaluation:

1) The pedagogical soundness of the online courses  
2) The academic rigor and demands of the courses as reflected in the work required, the assessments, and the assessment strategy  
3) The consistency of the pedagogy, demands, and assessment across sections of the same course  
4) Recommendation, as needed, of online and blended learning strategies that will provide academic rigor, address the applied goals of the program, and address the practical consideration in offering the program.

Data to accomplish these evaluations will come from examination of the course materials, interviews with faculty involved in the online teaching, a survey of students conducted by the IU-Bloomington Center for Survey Research, and previous reviews conducted by the IUPUI Center for Teaching and Learning. The project is to be completed by September 30, 2006. The Center’s report will be included in the academic and budgetary planning for DLS.
II. Preliminary Recommendations for a Division of Labor Studies
Academic and Budgetary Plan for Campus Integration

Based upon the information presented in Section I, the Interim Director presents the following preliminary recommendations for a Campus Integration Plan. It is emphasized that these recommendations are preliminary in that they will undoubtedly strike conversation, which they are intended to do. Over the next weeks and months certain anticipated opportunities for a campus integration plan may not materialize, whereas other unknown possibilities might emerge. Any planning process must start with an initial framework from which more precise definition will result. Consistent with the transparent IUPUI review process, it is anticipated that this preliminary report will be distributed widely for input.

Recommendation #1- The present $1,226,421 base funding allocated to the Division of Labor Studies should continue to be used to maintain a strong labor studies presence at Indiana University.

Recommendation #2- A Campus Integration Plan should provide for two labor study programs, one on the IUPUI campus to serve as a Central South Hub and another at IU-Northwest to serve as a North Central Hub. Indiana University should have two B.S. in Labor Studies degrees, one at IU-Northwest as a regional campus and the other at IUPUI as a research campus. All other B.S. in Labor Studies degrees should be discontinued unless the campus can demonstrate its willingness to support the degree through internal reallocation.

Recommendation #3- The two Labor Studies programs should be embedded in a department or a school and have a program director. The program will be under the administrative and faculty governance policies and procedures of the parent department/school.

Recommendation #4- Per Indiana University policy the seven tenured DLS faculty will be retained and assigned as necessary to support Labor Studies. Tenure will be retained on their existing campuses.

Recommendation #5- The current five IUPUI tenured faculty members will comprise the Central South Hub supported by $613,211 in base appropriation. Discussion should begin with the IUPUI School of Liberal Arts regarding potential hosting.

Recommendation #6- Five faculty members will comprise the North Central Hub supported by $613,211 in base appropriation. The North Central Hub should be hosted by IU-Northwest.
Recommendation #7 - Due to the need to establish the North Central Hub’s fiscal solvency, and because of the low numbers of Labor Studies majors, deficit spending, and low percentage of overall credit hours taught, the Kokomo, Ft. Wayne, and South Bend campuses should be closely reviewed for closure. Responses to this preliminary recommendation by the DLS faculty, campus officials, and constituents will help inform a finalized recommendation.

Recommendation #8 - The personnel policies inherent in the IUPUI Policy on School or Program Change will be adhered to in any proposed organizational change.

Recommendation #9 - The $1.3 million in cash reserve secured by Labor Studies over the last year will be held in escrow to address any transitional issues, particularly those pertaining to personnel. The monies left over will be equally divided between the North Central and Central South hubs with memorandums of understanding to be used to benefit Labor Studies at Indiana University.

Recommendation #10 - During the fall 2006 a review of all the A.S. in Labor Studies degrees located on the IU campuses will be initiated and determinations made consistent with the “Agreement for the Continued Development of the Regional Campuses of Indiana University and Purdue University and IUPUI”