In the last five years, the IU School of Liberal Arts has undergone an impressive transformation, marked by increased enrollments, improved retention rates, record setting external funding in gifts and grants, a dramatic increase in full-time faculty as well as graduate programs and certificates.

These advancements began in the last years of Dean John D. Barlow's eleven-year term and were built on by Dean Herman J. Saatkamp, Jr., who arrived in 1998.

During Barlow's final year, plans were put in place to launch the most ambitious fundraising campaign in the history of IUPUI. It became the new dean's responsibility to lead the School of Liberal Arts' campaign to success as he began the task of taking the School into the 21st century.

The IU School of Liberal Arts is the product of the community it serves, offering an applied liberal arts curriculum from the associates through masters and post-doctoral study. Its focus, even before its founding in 1972, has been on how it can best serve the needs of the community. In this tradition, the goals Dean Saatkamp set upon his arrival have informed every aspect of the school's development since 1998.

Developing student potential, essential to enriching the community, is the School's first priority. Today, as it continues to prove its versatility, portability and appeal, the IU School of Liberal Arts has grown to be the largest undergraduate program at IUPUI. The School understands that a community's potential for excellence lies in its population's current and prospective citizens and leaders and that this chance for excellence, the opportunity to prepare citizen leaders, resides in large part in a community's access to educated citizens and a cutting-edge, learning environment. Consequently, the School's faculty and student body consistently work "outside the box" as researchers and teachers and in service to the community.

The report that follows highlights how the School's accomplishments during the last five years have engaged and served Indianapolis, the central Indiana region and beyond.
The School of Liberal Arts is committed to the proposition that we reside in a global society served by citizen leaders who are prepared through the interdisciplinary and applied nature of a liberal arts education to live with people with different histories, cultures, traditions, economies and ideas, both professionally and personally.

In its efforts to provide an environment where diversity flourishes, the School has systematically sought out and successfully recruited an ethnically diverse faculty, providing both opportunities for new faculty and important role models for students. The result has been profound, but our task is not complete. We continue to develop ways by which we can attract the best and brightest minority students, as well as to better serve those who are here already.

The School has developed programs and activities that enrich the teaching and scholarship of faculty and students and that help prepare individuals to be the next generation's leaders. Under the dean's leadership, summer research and course development grants have been offered to give faculty on ten-month contracts the opportunity to further develop their expertise. Additionally, all scholarship programs developed in the past three years incorporate direct faculty-student collaboration and community service. These efforts impact the student experience and raise awareness of our connectivity with the community we serve, and of which we are contributing members.

With over 1400 majors, nearly 400 employees, and over 5000 alumni, the school is deeply integrated in the community. The extent to which these numbers represent an economic force in Indianapolis cannot be understated. In order to attract and retain the highest quality staff and faculty, Dean Saatkamp has worked in a variety of ways within the city's economic environment to bring staff and faculty salaries more in line with national trends, and has diligently sought to improve the financial aid and scholarship opportunities available to Liberal Arts majors.

Student groups in recent years have won important and highly visible distinctions. For example:

- In 2001, the Forensics Team won the regional championship (advisor: Lecturer Alphonso Atkins, Communication Studies).
- The IUPUI College Bowl team, led by then senior Dan Brunson, '02, Philosophy, won the regional championship (advisor: Professor David Bivin, Economics), winning over IU Bloomington, Purdue and Notre Dame.
Students serving their university in these capacities have the skills to become leaders in their communities upon graduation. The greater the opportunities for students of this caliber to demonstrate their leadership, the greater their future contributions will be to the communities in which they reside.

Students who were actively engaged during their college years remain active in their communities upon graduation. Alumni participation is critical to the life of the School and to the communities in which they live:

- Alumna Katy Crichlow, ’01, Communication Studies, served as the first student president of the IUPUI Student Foundation, an organization that won campus recognition for its effective leadership and growth in its first two years of service. She now works with the Herron School of Art as they prepare to move to their new home on the IUPUI campus.

- Alumnus Ken Scales, ’94, Political Science, is currently chair of the IUPUI Alumni Advisory Board and is past president of the IU Alumni Club of Indianapolis.

- Alumnus John Wild, ’74, Political Science, who received the Liberal Arts Distinguished Alumnus Service Award in 1998, is mayor of Wildwood, Missouri, and CEO of MOHELA (Missouri Higher Education Loan Authority).

Two years ago, Dean Saatkamp appointed the school’s first alumni association board since the 1980s. These alumni leaders are representative of the graduates of the School of Liberal Arts.

Deeply involved in their communities, they serve as CEOs, lawyers, teachers, judges, writers, and community activists. We count among our alumni doctors, business owners and financial advisors, real estate developers, and heads of nonprofit service agencies, religious leaders, public office holders, newspaper columnists, educators and more.

Through Undergraduate Education

Undergraduate education is central to the mission of the IU School of Liberal Arts, and its programs and activities are intentionally developed to enhance the teaching and scholarship of both the faculty and the students, and to help prepare individuals to participate significantly in their communities and today's global society.

In 1997, IUPUI undertook the bold step of creating University College to provide a gateway for entering students. IU School of Liberal Arts faculty formed the core faculty of this new venture. Now, five years later, Liberal Arts faculty continue their leadership in undergraduate education, with Professor Barbara Jackson (Anthropology/Women’s Studies) serving the new college as Associate Dean, Linda Haas (Sociology/Women’s Studies) as Acting Associate Dean and Professor E. Theodore Mullen, Jr. (Religious Studies) leading the campus' revamped Honors Program. Chancellor's Professor Sharon Hamilton (English) serves as Director of Campus Writing and co-chair of the university-wide Faculty Colloquium on Excellence in Teaching. Sixteen members of the Liberal Arts faculty hold appointments with University College. Professor of Sociology Robert White's work on IUPUI's Gateway Program to Enhance Student Retention received a Certificate of Excellence from TIAA-CREF as a part of its annual Hesburgh Awards. Associate Dean of Student Affairs and Professor of History, Miriam Langsam, was recognized for the third time with the Alvin Bynum Mentor Award.
PREPARING CITIZEN LEADERS

Working with campus colleagues, Liberal Arts faculty assisted with the creation of a comprehensive undergraduate curriculum, adopted by the faculties of the School of Science and the School of Liberal Arts, along with the Principles of Undergraduate Learning. These two initiatives now inform all undergraduate curricular development and teaching practice in the school and across much of the campus.

The School remains a leader in providing its students with international learning experiences, which are key to preparing them to become the next generation of global citizen leaders. The departments of World Languages and Cultures, English, Communication Studies and Geography are among those offering courses in overseas programs. Since 1997, numerous students have benefited from these opportunities, many partially funded through the generosity of alumni and friends.

Additionally, faculty have been professionally active on the international scene, presenting their work at overseas conferences, participating in international research and hosting foreign scholars at IUPUI. Faculty have worked as visiting professors at universities and colleges in countries around the world: Germany, Japan, Sweden, China, Russia, Poland, Scotland, Britain, Ireland, Thailand, India, Nigeria, Kenya, Senegal, Ivory Coast, France, Spain, Costa Rica, Papua New Guinea, Indonesia, Greece, Cuba, Finland, Denmark, Mexico, Canada, Morocco, Israel, and many more. Increasingly, scholars from abroad are turning to their colleagues in the School of Liberal Arts for a variety of collaborative efforts and to share information and expertise.

Our faculty have worked with state and local agencies on a variety of international partnerships, such as the "Sister Cities" initiative, and are often called upon for their expertise in intercultural communication to facilitate partnerships and other collaborations.

In 1999, Dean Herman J. Saatkamp, Jr. led a delegation of faculty to the University of Salamanca, for the formalization of an agreement that laid the foundation for our new Master of Arts in Teaching Spanish, a partnership in which our master's degree candidates complete a portion of their coursework at this 1200 year-old university in Spain. Key members of this team included professors Marta Anton, Nancy Newton and Herbert Brant.

More recently, Dean Saatkamp, on behalf of the School, signed an important academic partnership with Fudan University, Shanghai, China. The result has been a fruitful exchange of faculty expertise.

The quality of a student's college experience is determined by some factors only the school can control: study environments, workspace, technology, advising, and even successful socialization. Mindful of this, Dean Saatkamp asked the Office of Student Affairs, under the leadership of Miriam Langsam, to recommend changes that would make major improvements in the School's recruitment and retention activities. Personal attention has always been the hallmark of this office; however, with a reorganization of space and duties, the Office of Student Affairs has increased its effectiveness in this area dramatically. The results are remarkable. The number of new, beginning full-time students has increased by 42% and transfer students have doubled (53%).

Since 1997, the number of degrees awarded by the School of Liberal Arts has increased by 11%.
As members of the larger community, current and prospective students have benefited from the innovations undertaken by our student affairs staff with the support of Dean Saatkamp. In conjunction with the Faculty Assembly, the dean appointed the School's Retention Committee that made a significant number of recommendations that the School has since enacted.

Every department now has a trained "lead advisor" to serve majors' academic needs. Assistant to the Dean of Student Affairs, Amy Jones, has launched a detailed and regular electronic newsletter that keeps students informed about upcoming events, deadlines, scholarship opportunities, club activities and interesting news. Additionally, the Office of Student Affairs is now open into the evening hours, allowing students more flexible access to advising and other services. Better communication and improved services have resulted in increased retention rates, as well as greater student involvement in campus-wide and community service activities.

In the spirit of promoting campus/community interactions, curricular changes in the past five years have lead many of our departments to require internships or practica, giving students on-the-job and real-world experiences during their undergraduate study. Many of these experiences result in permanent jobs as employers benefit from the energy and skills student interns bring to their work. One good example is the partnership formed between Professor Beth Goering's communication studies course, the Peace Learning Center and the Indianapolis Public Schools.

"This collaboration is beneficial to all of the parties involved: the IUPUI students, the Peace Learning Center and the IPS students. The IUPUI students benefit because they are able to apply theoretical understandings of group process directly to real-world groups. The Peace Learning Center benefits because it can expand its peace programs within IPS. Several of the projects undertaken for this class simply would not have happened without the additional resources provided by the IUPUI students. Finally, the collaboration is beneficial to IPS students because it expands their exposure to nonviolence as a viable alternative in conflict situations."

-- Professor Beth Goering
Department of Communication Studies
PREPARING CITIZEN LEADERS

Three new scholarship programs have been instituted since 1999, placing more than a dozen students in service-related activities for the terms of their scholarships, some renewable for four years. They are the Loretta Lunford Scholarship, the Mary Crisler Scholarship, and the Sam Masarachia Scholars Program. Students have worked as tutors, in local schools and service agencies, in senior citizen centers and with young people in the juvenile justice system. Their responsibilities are as varied as the people they serve as they fill vital community needs, teaching and learning.

Additionally, The Masarachia Scholars participate in an annual seminar class taught by community leaders. Indeed, IUPUI's location provides numerous opportunities for the school to draw upon community expertise and partnerships in the classroom.

Through Graduate Education

The School of Liberal Arts has seen its graduate degree programs double. The total number of graduate students grew to 146 in 2002. This increase is in direct response to community demand and is a clear indication of the growth of interest in liberal arts disciplines.

Until the year 2000, liberal arts degrees at the master's level were limited to history, English, economics and philanthropic studies. Dean Saatkamp was determined to change this. Community interest in expanding graduate offerings led to the approval in 2000 of a M.A. in Sociology and three graduate certificate programs. By 2001, we had increased graduate level offerings with an M.A. in Teaching Spanish and the M.S. in Geographic Information Science. The Teaching Spanish master's is notable in that it requires students to take a semester's work at the University of Salamanca, Spain. In the spring of 2002, the M.A. in Applied Communication was approved, with the first classes offered in the spring of 2003. Several other new graduate programs have since been approved by the Trustees, including an M.A. in Philosophy and a Ph.D. in Philanthropic Studies.

Internship opportunities have been integral to the graduate program, with graduate students from the more established programs receiving placements in local museums, businesses and nonprofit agencies.

In 1998 and 1999, Mary O'Brien Gibson endowed two graduate internships in public history and historic preservation. Our graduate public history program places up to 18 students in local internships every year. Citing the work of interns at the Indiana Historical Society, Trina Nelson Thomas, Director of Educational Programs, calls her public history interns "invaluable. Although the two interns now serving each work part time, it is like having an extra full time staff person who knows how to do research. We literally would not be able to do the volume of programs we do. They are essential."
New Degrees and Certificates

In response to community needs, the School of Liberal Arts has added degree and certificate programs in recent years. The 2+2 baccalaureate program in American Sign Language/English Interpreting offers advanced study in English interpreting skills, building upon American Sign Language skills learned during the first two years at partner school, Vincennes University. Among the enhancements made to serve students in this program is construction of a state-of-the-art learning laboratory that incorporates same-time video with individualized learning. Additionally, faculty and students collaborate with local theatres on the Deaf Theatre Project to produce plays written by and for the deaf community. The added awareness that this degree program brings to the community is seen in numerous public venues, where interpreters are employed with increasing frequency.

Additional Certificate and Degree Programs established 1997-2002:

1998
M.A. in Nursing and Philanthropic Studies

1999
Certificate in American Sign Language/English Interpreting
B.S. in American Sign Language/English Interpreting
Certificate in Effective Citizenship

2000
M.A. in Sociology
Graduate Certificate in Geographic Information Science - Spatial Analysis
Graduate Certificate in Museum Studies
Graduate Certificate in Teaching English as a Second Language
   with Optional Emphasis on English for Specific Purposes
Certificate in Paralegal Studies

2001
B.A. with an Individualized Major
M.A. in Teaching Spanish
M.S. in Geographic Information Science

2002
M.A. in Applied Communication
An essential product of any university is new knowledge and understanding that affect the quality of life in the community. Faculty at every level maintain vibrant and active research schedules, in addition to their teaching and service. They are authors of numerous publications, in the form of books, monographs and journal articles, and are active and sought after presenters locally, nationally and internationally.

From FY1997 to FY2002, Liberal Arts faculty made significant and noteworthy gains in attracting external funding in support of their research. Most importantly, faculty research has had measurable community impact. The Polis Center’s work with United Way of Central Indiana is just one of many examples. Through this partnership, The Polis Center has been able to develop SAVI, a massive database system based on multiple demographic sources by which community entities can locate and identify their service populations, allowing those organizations to maximize and better target the services they offer. In addition:

- **The Polis Center** entered phase III of the Religion and Urban Culture Project with a grant from the Lilly Endowment of $3.5 million in 1997. The project produced "Religion as a Window on Culture" a six-part video series for use in universities, public schools and churches. The Religion and Urban Culture Project has involved researchers, faculty, students and members of the religious community, both in Indianapolis and around the country in a wide-ranging, yet focused, study on the topic. Collaboration among historians, sociologists, anthropologists, historians and philosophers has resulted in works that bring greater understanding to the role religion plays in American urban culture.

- **The Center for the Study of Religion and American Culture** is also the recipient of major funding from the Lilly Endowment supporting the Young Scholars program, designed to provide opportunities for our nation’s new thinkers in religious studies to develop their ideas and to expand national and international conversations of religious subjects.

- In 1997, the **Indiana Center for Intercultural Communication** was founded. It not only does seminal research in the area of intercultural communication, it also offers intercultural training to local and regional businesses and individuals as well.

- In 1997 and 1998, the School led the campus in the percent increase in sponsored research, fielding an additional $6.5 million grant from Lilly endowment to support the work of the **Center on Philanthropy**.

- Each of the editions (Santayana, Douglass and Peirce) received NEH challenge grants in the past five years.

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**External Grants**

**FY1997 - FY2002**

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The range of research interests among liberal arts faculty is remarkable in its depth and breadth. The School’s close proximity to schools in law, the arts and the health sciences allows for considerable cross-disciplinary work.

The Editions

A community is enriched by its interchange with the world. Scholars and researchers are drawn to Indianapolis from all over the world. Likewise, our own scholars are regularly invited to collaborate with academics around the world. A case in point is the presence at the IU School of Liberal Arts of three major scholarly editions, attracting international attention to the city’s resources.

For 25 years, the IU School of Liberal Arts has been home to the Charles Sanders Peirce Edition Project. Peirce, considered internationally to be one of the greatest American philosophers, is credited with being the founder of American pragmatism, and is responsible for solving the mathematical problems that ultimately lead to the development of computing. The chronological edition, led by Professor Nathan Houser, underway at the School of Liberal Arts brings scholars from all over the world to study Peirce’s thought. It was, in part, due to the presence of the Peirce Project, that the leaders of two other editions of considerable significance in the study of American thought were attracted to IUPUI.

When Dr. Herman J. Saatkamp, Jr. joined the school as its fifth dean in 1998, he brought with him the Works of George Santayana, of which he is the general editor. That same year, John McKivigan was named the Mary O’Brien Gibson Professor of 19th Century American History. Dr. McKivigan edits the Frederick Douglass Papers. Both editions followed their principal editors and joined the Peirce Edition Project to form one of the nation’s highest concentrations of scholarly editions. Today, the three editions form the foundation for a new Institute for American Thought, employing graduate students and post-doctoral students and attracting international attention. The intellectual synergy created by this concentration has ramifications across the curriculum and in future opportunities for the community.

Journals

Academic journals located in the School of Liberal Arts:

Journal of Documentary Editing. Marianne Wokeck, editor
Journal of Modern Greek Studies. Susan Sutton, editor
Journal of Teaching Writing. Barbara Cambridge, editor; Kim Lovejoy, managing editor
Marriage and Family Review. Suzanne Steinmetz, editor
Nonviolent Change. Stephen Sachs, primary editor
Overheard in Seville. Herman J. Saatkamp, Jr., co-editor
Religion and American Culture: A Journal of Interpretation. Conrad Cherry, Philip Goff and Rowland Sherrill, editors; Thomas J. Davis, managing editor
Review of Religious Research. Patricia Wittberg, editor
As academic programs have evolved, space needs have changed as well. With the introduction in 1997 of a new bachelor's degree in American Sign Language/English Interpreting, came the need for a visual communications lab. Similarly, in response to greater sophistication in research technology, we developed the Social Sciences Lab, providing access to state-of-the-art GIS (geographic information science) and statistical analysis (economics and sociology) resources and the Geography/Anthropology labs, allowing more efficient study and research space for those programs, thus enhancing the learning experience for students.

The Communication Studies Department moved to newly remodeled space on the third floor of Cavanaugh Hall and opened a Speech Communication Lab, available to students, faculty and members of the community interested in receiving public speaking assistance. The Communications Technology lab has likewise undergone renovations and equipment upgrades during the past five years and continues to be the site where "Consider This," the Political Science Department's talk show on international issues, originates.

Learning technologies have evolved along with student expectations. As pioneers in distance learning, the School of Liberal Arts had long offered courses through electronic media. These had been both broadcast on cable TV and provided in videotapes for student use on demand. While these resources continue to be available, faculty now offer courses that completely integrate new media in course delivery. The School has found it important, therefore, to provide faculty and students with the expertise and equipment they require to become successful. A comprehensive technology plan, developed under the leadership of Dean Saatkamp, has seen the annual upgrade of applications and equipment, ensuring state-of-the-art resources for students, staff and faculty.

Finally, in order for the full development of a community of learning to happen, staff, students, faculty and campus visitors need space that is conducive to comfortable interaction. Cavanaugh Hall, built in the early 70s, offers many challenges to this need. Recognizing this, Dean Saatkamp asked a small group to assess the situation and propose solutions. The result has been a nearly complete renovation of the primary common areas of the building. The staff and faculty lounge has been refitted with a new kitchen and now functions as a multi-purpose space where not only social events can take place, but large meetings, seminars, multi-media public presentations and the like are possible.

The lobby areas of each floor, where students gather to study, read and connect between classes have also undergone a transformation, with the replacement of carpeting and the addition of readable directional signs.

The first floor lobby now has multiple computer work stations in an attractive central console, making the gateway to the building both functional and inviting.
Since its inception, the School has been integral to its community. Its first courses were offered in response to community demand, and its subsequent development has likewise been inextricably linked to those it serves. Building community, however, goes beyond course offerings. It is seen in the myriad activities students, staff and faculty engage in on a daily basis as well as in the community partnerships that are part of the fabric of the curriculum and that inform the mission and vision of the IU School of Liberal Arts.

In the period of this report, community engagement has been widespread and growing with many examples already cited. What distinguishes these activities is the active partnerships that grow from our natural affinity with our community.

The L. Keith Bulen Symposium on American Politics was initiated as a partnership between the School of Public and Environmental Affairs and our Department of Political Science, providing a bipartisan national forum on political issues. The Rufus Reiberg Creative Reading Series, the John D. Barlow Lecture in the Humanities and the Indiana Center for Intercultural Communication's Distinguished Lecture Series bring artists, authors and distinguished speakers to Indianapolis. The Women's Studies Program has hosted an annual series of luncheon discussions, and the Economics Department has continued its renowned weekly Seminar Series. The list goes on.

In 1999, philanthropist and retired labor activist, Sam Masarachia made a gift of $1.2 million to establish a scholarship program that educates students throughout four years of college in the theory and practice of community involvement. A key element of the program is direct interaction with community groups through curricular offerings and internships.

Indeed, the concept of liberal arts as applied study has long infused the School’s activities. Students at the undergraduate and now graduate levels incorporate community service into their curricular studies. For example, classes in Communication Studies have developed partnerships with IPS schools and the Peace Learning Center that involves direct Mentor of middle school students designed to improve those students' chances at academic success.

Staff, students and faculty participate in such activities as the United Way Day of Caring, Martin Luther King, Jr. Day On, Jam the Jaguars Bus campaign, the Back Pack Attack, Race for the Cure and many other similar events. In fact, it is the Liberal Arts staff that frequently takes the lead in these and other community outreach activities, serving on school and campus committees in leadership roles.

Partnerships with our nearest neighbors are a cornerstone of all we do. Not only do we work with local schools (both teachers and students), but we offer courses on the archaeology and history of our own community. Dr. Paul Mullins' Summer Field School is one of the more visible examples. Students participate each summer in an archeological dig, right in the IUPUI neighborhood. Dr. Mullins' work has resulted in improved relationships with the near neighborhoods; in international attention to field archeology, specifically in an urban setting; and in students and community members experiencing a greater understanding of the rich heritage we can find in our own back yard, if we will only look and understand.

Professor Elizabeth Kryder-Reid (Museum Studies), likewise has forged partnerships with area museums. Professor Elizabeth Brand Monroe (History) directs the graduate program in public history, placing over 20 interns a year in local museums, nonprofit organizations, corporations and other venues.
The central Indiana region has seen a marked growth in its Spanish speaking population, creating an immediate need for Spanish speaking professionals in health, law, and everything else. Providing the community with instructors qualified to teach advanced levels of Spanish has now become critical to the economic growth of the region. Our faculty work directly with local Hispanic organizations to design programs to fill those needs. One such program is an annual conference for Spanish teachers, directed by Professor Enrica Ardemagni; another is the development of the Spanish Resource Center, funded by the Spanish Embassy, in Cavanaugh Hall; and finally, there is the community wide collaboration called M.E.T.A. (Mapping Education Through Achievement) staffed by Amy Jones and Professor Ardemagni, a conference for high school students and their families that attracts over 200 prospective students each year and provides extensive information on applying for college, financial aid and other higher education opportunities.

Interdisciplinary Collaborations

In 1997, a long-time collaboration between health sciences and the humanities was formalized with the establishment of the Medical Humanities Program. Headed by Professor of History and Associate Dean William H. Schneider, the Medical Humanities Program is a collaborative venture with the IU School of Medicine which offers opportunities for students, staff, faculty and community members to explore the health sciences from a variety of perspectives within humanistic disciplines.

Numerous students and faculty work across school and disciplinary boundaries. A noted feature of the School is its many interdisciplinary programs such as American Studies, Afro-American Studies, Philanthropic Studies and Women’s Studies. Faculty members have held joint appointments in medicine, dentistry, nursing and law. The 21st Century Teachers project partners the IU School of Education with Liberal Arts faculty.

Charting Our Progress

When Herman Saatkamp became dean in 1998, IUPUI and the School of Liberal Arts were one year into the silent phase of a major fundraising campaign, with a working goal of $3 million. The development of a comprehensive communications program was underway, including a concentrated effort to unite the School's public image with IUPUI's. The School's new logo and wordmark, designed by Herron School of Art senior Scott Weber are now used on all promotional materials and signage. A comprehensive set of undergraduate brochures for recruitment purposes is in its third phase of development, joined by a new series of graduate brochures. Since Dean Saatkamp's arrival, the annual alumni magazine, Liberal Arts, has given way to a quarterly newsletter called “Advances”, as well as a monthly electronic newsletter. A new, more comprehensive web page was created over the past year, serving staff, faculty, students and the community in an accessible and attractive format. An annual development report is produced, recognizing and thanking our donors.
Dean Saatkamp appointed the School’s first Dean’s Development Council. The Council provides guidance and support for the School’s campaign and other development activities. And finally, he was instrumental in recruiting the campaign leadership, Barbara and Karl Zimmer and David Frick. Barbara Zimmer has served the school in a variety of capacities, as one of the founding faculty of English as a Second Language, and as associate faculty in the writing program. Karl Zimmer is retired CEO of Zimmer Paper Products. David Frick has served on the Liberal Arts Deans Advisory Board and is Senior Vice President and Counsel for Anthem, Inc.

The first years of the campaign were remarkably productive. During this period, endowments were established for four major scholarship programs, a lectureship in writing, two graduate internships and a summer fellowship for associate faculty.

In an increasingly competitive academic environment, one of the campaign foci was the establishment of endowed faculty positions. To date, we have announced the establishment of four endowed chairs. These are the first fully endowed faculty positions in the school.

**New Endowed Chairs**

- The Hoyt/Reichmann Chair in German American Studies and German Language and Culture
- The Thomas Lake Chair in Faith and Giving
- The Millennium Chair of Liberal Arts
- The Barbara E. and Karl R. Zimmer Chair in Intercultural Communication

**New Endowed Scholarships/Internships**

- The James Beaudry Study Abroad Scholarship for French and Francophone Studies
- The Mary Crisler Scholarship
- The Loretta Lunsford Scholarship
- The Indianapolis Women’s Rotary Scholarship
- The Sam Masarachia Scholars Program
- The Mary O’Brien Gibson Internship in Historic Preservation and Public History
- The Cornelius O’Brien/Mary O’Brien Gibson Internship in Historic Preservation

**Faculty Support**

- The Sharon Jean Hamilton Lectureship in Writing
- The Langsam/Oswalt Summer Faculty Fellowship
Faculty Honors

A good measure of our quality is the type and frequency with which our faculty earn local, national and international recognition in their fields. The following are just a few examples:

1997

Linda Haas: Honorary Doctorate from Goteborg University (Sweden)
Dorothy Webb: Named to the College of Fellows of the American Theatre

1998

Enrica Ardemagni: Distinguished Alumnus Award, department of Foreign Languages at the University of Arkansas; Inducted into the Fulbright College Alumni Academy, University of Arkansas
Karen Kovacik: Stan and Tom Wick Award
Obioma Nnaemeka: Distinguished Africanist Award, Indianapolis; Daughter of Africa Award, Africa-based Scholars and Activists; Black Scholar in Residence, The College of Wooster, OH
Timothy Owens: NIMH National Research Service Post-doctoral Fellowship
Helen Schwartz: Citation for Outstanding Classroom Practice from the Conference on College Composition and Communication
Richard Steinberg: Named to the Nonprofit Times "Power and Influence Top 50 List"
Susan Sutton: Lola L. Lohse Faculty Appreciation Award
Dorothy Webb: National Gold Medallion Award from the Children's Theater Foundation of America; and Outstanding Service to Children's Theatre Award from the Indiana Theatre Association

1999

Patrick McGeever: Teaching Excellence Award for American Political Science Association
Lucila Mena: Indiana Spanish Teacher of the Year; Indiana Foreign Language Teacher of the Year
David Wendell Moller: President's Award for Excellence in Teaching
Paul Mullins: John L. Cotter Award in Historical Archeology by the Society for Historical Archeology
Eugene Tempel: Named one of the Nonprofit Times 50 most influential leaders in nonprofit sector

2000

Ulla Connor: Named a member of the Finnish Society of Sciences and Letters
Sharon Hamilton: Chancellor's Professor
Susanmarie Harrington: Chancellor's Award for Excellence in Teaching
Brian McDonald: Network for Excellence in Teaching Award
Rowland Sherrill: Charles McArthur Alumni Award for Career Achievement from Eckerd College
Catherine Souch: Outstanding Contributions to Geographic Education award from the Geography Educators Network of Indiana

2001

Marta Anton: Indiana Association of Teachers of Spanish and Portuguese Spanish Professor of the Year; Indiana Foreign Languages Teachers Association Foreign Language Professor of the Year
Gabrielle Bersier: NEH Research Fellowship for Goethe's Physiology Biography
Didier Bertrand: Carnegie Academy for the Scholarship of Teaching and Learning Carnegie Scholar
Wietse deBoer: The Howard R. Marraro Prize of the American Historical Society
Susanmarie Harrington: Chancellor's Award for Excellence in Teaching
Jay Howard: President's Award for Teaching Excellence; North Central Sociological Association's Distinguished Contributions to Teaching Award
Miriam Langsam: Bynum Mentor Award; Lola L. Lohse Award
Leslie Lenkowsky: Appointed CEO of the Corporation for National Service
Herman J. Saatkamp, Jr.: Sesquicentennial Alumni Award for Teaching and Research from Carson-Newman College
Rowland Sherrill: Chancellor's Professor

2002

Wietse deBoer: The Rome Prize Fellowship at the American Academy in Rome; Burkhardt Fellowship of the American Council of Learned Societies
Laurence Lampert: The 2002 Carl Friedrich von Siemens Lecturer
Miriam Langsam: Bynum Mentor Award
Sharon Hamilton: Chancellor's Award for Excellence in Teaching
John Parrish-Sprowl: Gold Medal of the University of Wroclaw (Poland)
Serving the community as a center of intellectual inquiry and lifelong learning, the IU School of Liberal Arts has made substantial progress during the past five years. Not only have gift and grant support continued to grow, the school has grown as well. Increased admission standards have resulted in a student body that enters the academy better prepared. Student credit hours are on the rise, indicating a trend toward more full-time students. An increase in majors marks the effectiveness of our message that a liberal arts education is foundational to the quality of life. Continuous improvements in course delivery systems, facilities and equipment ensures a more productive learning environment. A faculty with an active research agenda as well as a commitment to teaching excellence ensure a valuable resource, designed to meet community needs into the future.

This is your IU School of Liberal Arts. The Future Is Here.

Watch us Grow.

IUPUI
The Future Is Here.

The Campaign for Indiana University
Purdue University Indianapolis