GOVERNANCE STATEMENT
for the
School of Continuing Studies
Indiana University

I. Missions and Objectives

In summarizing the missions of so complex an enterprise as continuing education at the post-secondary level, the following generalizations serve reasonably well:

1. Serve the needs of students who cannot take advantage of the traditional formal programs at fixed campus locations.

2. Serve students who have completed a formal, post-secondary education, or at least have pursued such an education as far as they originally intended to, but as adults in later years wish:

   a. to enrich further their personal development for social or cultural reasons;

   b. to develop and maintain a vocational or professional competence.

More specifically, this means the School will seek:

1. To provide training and educational programs assistance, for which the University has special competence to specialized organizations, agencies, and groups;

2. To provide learning opportunities, for which the University has special competence, to individuals who wish to enhance their personal development through participation in educational activities;

3. To interpret the mission of the School of Continuing Studies to the general public and to the various components of the University;

4. To conduct research studies in the field of continuing education that will enable the School of Continuing Studies to fulfill its mission;

5. To develop innovative instructional approaches designed to enhance the teaching-learning process in continuing education programs;

6. To promote inter-institutional cooperation with regard to the mission of continuing education;

7. To provide and encourage other units on the campuses to provide support services such as counseling and academic advisory services necessary to enable continuing education students to obtain their goals

*As amended by Assembly, School of Continuing Studies, May 15-16, 1979
II. Organization

A. Central Administration

The School of Continuing Studies is a central system unit, headed by a Dean who reports to the Vice President-IUPUI. The School contains the following subunits:

1. Division of Labor Studies
2. Independent Study Division
3. Programs Division
4. Extended Studies Division
5. Real Estate Certification Program
6. Bureau of Public Discussion
7. Conference Bureau

Each of these units has an operating head (usually designated as a Director) who reports to the Dean of the School of Continuing Studies.

B. Central Core, Bloomington and Indianapolis Campuses

The Continuing Studies programs on the Bloomington and Indianapolis campuses function as one administrative entity with two geographical locations. These programs report directly to the Dean of the School of Continuing Studies, who in turn relates to the appropriate academic and budgetary officers on each campus for guidance in their respective areas. One individual at each campus will have principal responsibility for the continuing education program specific to that campus. This person will carry the rank of Assistant Dean within the School, and Director of Continuing Studies for that particular campus. In addition to the responsibility for the campus operation, these Assistant Deans will share in the responsibility for the administration of the system-wide school.

C. Regional Campuses

Each regional campus has its own continuing education program, coordinated by a person designated as the Director of Continuing Studies for that campus. These regional campus Continuing Studies Directors operationally report to the Chancellor of their campus and relate to the School of Continuing Studies for functional guidance and assistance. The relationship between these Directors and the School can be seen by referring to the "Duties and Responsibilities of Directors of Continuing Studies," in Appendix A.
II. D. Other Units

Other units on both the IUPUI and the Bloomington campuses also have continuing education programs headed by full- or part-time persons who operationally report to the Dean of their school or college. Examples of this type of program are found in the School of Medicine, School of Dentistry, School of Optometry, School of Business, and the Alumni Association. There exists an informal cooperative relationship between these Program Directors and the School of Continuing Studies.

III. Faculty, Professional Staff and Administrative Staff

The attainment of the objectives of the School is the responsibility of the faculty, professional staff, and administrative staff. Each of these appointees is subject to Indiana University policies and procedures as published in the Academic Handbook, in addition to being subject to School policies and procedures.

A. Faculty (IRXX)

All persons appointed in the rank of Professor, Associate Professor, Assistant Professor and Instructor constitute the faculty of the School of Continuing Studies. Full-time service in these ranks is credited toward tenure, except under circumstances specified in this document or in the Academic Handbook.

1. External Degree Program - Faculty members appointed to local campus extended studies committees are subject to the provisions outlined in the Academic Handbook p. 17. (Other Academic Positions).

B. Professional Staff (PRXX)

All persons appointed as specialists in a particular area of program development or research constitute the professional staff of the School of Continuing Studies.

C. Administrative Staff (IRXX, ADXX, PRXX, OAXX)

All persons charged with responsibilities related to administering the affairs of the School constitute the administrative staff. A variety of titles come under this classification. Members of the administrative staff may also hold faculty or professional rank, or be classified as "other academic."

D. Visiting Faculty (IRVX)

Persons on leave from another institution, government service, or other employment may be appointed to the post of instructor or professor on a temporary basis in which case the word "Visiting" appears before the words specifying the title of rank. Visiting faculty are not eligible for tenure within the School.
III. E. **Adjunct Faculty** (IRAX)

Persons who are qualified by training or experience to hold faculty rank but whose primary employment is in another unit of the University or outside the University may be appointed as "Adjunct" faculty in the School. The appointment is for a limited period with or without compensation. Adjunct faculty are not eligible for tenure within the School. They often serve on a part-time basis.

F. **Lecturers** (IR05)

The duties of a lecturer are usually closely analogous to those of a faculty member. Usually these persons have not completed the qualifications for faculty status at Indiana University. Appointments in Lecturer status are on an annual basis. Lecturers are not eligible for tenure within the School.

G. **Part-time Faculty** (IRPX)

Individuals holding these positions devote only part of their time to the duties of a faculty member. They may also be gainfully employed in other activities, either with Indiana University or elsewhere. Appointment as a part-time faculty member is on an annual, an academic year, or a semester basis.

H. **Other Academic** (OAXX)

Other academic appointees do not hold faculty rank, but are considered academic appointees. The duties of such appointees vary considerably, but are generally administrative. "Other academic" appointees are not eligible for tenure in the School.

I. **Research Associates** (IR93)

Such non-student appointments are for limited periods to work on specific (often externally funded) research projects.

J. **Associate Instructors** (IR81)

This title is used for graduate students who are part-time appointees and who engage in activities typical of a teacher. An Associate Instructor is responsible for assigning grades for at least a portion of a course, and has direct contact with students. Typical activities include, but are not necessarily limited to, lecturing, tutoring, and laboratory instruction.

K. **Other Student Academic Personnel** (IR88, AA82)

Students hold positions as Research Assistants, as Undergraduate Assistants, as Graduate Assistants and as Faculty Assistants. All student appointments are part-time and temporary.
IV. Affirmative Action/Equal Employment Opportunity

It has been the policy of Indiana University to offer equal opportunity in all matters relating to employment, whether faculty or otherwise, without regard to race, creed, color, national origin, age or sex. The School of Continuing Studies will abide by all Affirmative Action/Equal Opportunity policies of the University. Questions or complaints about the possible absence of equal employment opportunity in academic areas are to be referred to the Campus or University Affirmative Action Officer, if satisfactory resolution of such issues is not achieved through mechanisms available within the School.

V. Grievance Procedures

University-wide grievance procedures currently exist for both academic and non-academic employees of the University. School personnel have access to these channels when grievances occur. Most grievances, however, can be satisfactorily resolved within the School structure.

To facilitate the resolution of grievances, two grievance committees will be appointed in the School: an academic/administrative/professional grievance committee and a clerical grievance committee. Any grievance which cannot be resolved between the employee and appropriate administrators may be submitted to the proper grievance committee. The committee will then review the case and make recommendations to the administrator(s) and employee(s) involved. If the parties involved are not willing to accept the recommendations of the committee, the grievance may be moved into grievance channels outside the School.

VI. Selection, Appointment, Promotion, and Tenure of Faculty

A. Introduction

The academic program of Continuing Studies differs markedly from that of resident campuses with respect to program content, clientele, teaching methods, and financing. Therefore, criteria for appointment and promotion must be flexible and must be relevant to the areas in which performance will be evaluated. This document identifies those areas and suggests criteria for evaluating contributions of the academic staff to the achievement of the objectives of Continuing Studies.

B. Selection

When a faculty vacancy occurs in the School of Continuing Studies, the Dean will appoint a Search and Screen Committee to seek and preliminarily screen applicants for the position. The best qualified applicants will then be interviewed by the Faculty Additions Committee which will in turn recommend three candidates to the Dean of the School. The Dean will make the final decision and forward the recommendation to the Vice President for submittal to the Board of Trustees.
B. Selection (Cont'd)

For faculty appointments attached to a specific campus, the Academic Dean of the particular campus recommends the appointment to the Chancellor of the campus and the Dean of the School of Continuing Studies. The Chancellor forwards the recommendation to the Board of Trustees.

C. Guidelines for Full-time Faculty Appointments

1. General Criteria

Appointments to the full-time faculty of the School of Continuing Studies will depend upon academic preparation, previous experience, and performance.

   a. Academic Preparation

   The requirement of the doctorate should be maintained for those disciplines in which it is available. This qualification should be extended as such training becomes available in developing fields of specialization. For some areas of specialization, however, a combination of education and appropriate experience in the field will be considered fully acceptable.

   b. Experience

   The extent, relevance and quality of a person's experience are important in determining the rank at which the initial appointment is made. Evidence of performance shall be sought from the candidate's employees, colleagues, and other relevant sources. Program development, teaching, research and publication, and other services should be considered to be aspects of a candidate's performance. The criteria for evaluating these areas of professional development shall be the same as those for promotion in rank as defined in Section VI. C.

2. Level of Appointment

The rank of the initial appointment is determined by academic preparation, experience, and performance. The level of competence or distinction appropriate to each rank is contained in Section VI. H.

3. Non-Faculty Academic Appointments

It is contrary to the policy of the School of Continuing Studies to use faculty appointments to fill positions which do not require the necessary background and are not designed to encourage development to the rank of professor.
C. Guidelines for Full-time Faculty Appointments (Cont'd)

Individuals with special training and background who qualify for specific continuing education positions but who do not have the usual qualifications for a faculty appointment should be appointed to an appropriate Professional position (PRXX). A faculty appointment may be made after completion of additional degree work or after other training and experience which justifies such an appointment.

D. Procedures for Promotion and Tenure Considerations

Full-time faculty (50% or more of their salary from the School of Continuing Studies, or as specified in the employment agreement) regardless of their campus location, will hold rank and be eligible for tenure in the School of Continuing Studies. The Dean of the School shall appoint a Promotion and Tenure Review Committee for the purpose of advising the Dean on all promotion and tenure decisions. This committee will consist of at least five faculty members from the School. Insofar as possible, these committee members should be representative of the various units within the School and various faculty ranks. At least three of the members of the committee must be tenured faculty members. Initially, two members of the committee will serve one-year terms and three members will serve two-year terms. All subsequent appointments will be for two-year terms. If a member of the committee comes up for tenure or promotion consideration during his/her term on the committee, he/she shall be removed from the committee. The Dean may appoint a replacement member for that year.

By April 1, of each year, the Dean will submit to the committee the names of those faculty whom he thinks should be considered for promotion or tenure. The faculty member may, as an alternative, request that he or she be considered for promotion or tenure. The Dean will submit to the committee all information regarding the individual's performance. The individual being considered will also be given an opportunity to supply any information which he or she considers relevant. The committee, after full consideration of the information submitted, will make a recommendation to the Dean regarding appropriate action. The Dean will then transmit his own recommendation to the appropriate campus or University officer. In doing this, he should indicate whether or not the committee is in concurrence with his recommendation. In the event that the Dean's recommendation differs from the committee's, he shall communicate this fact to the committee.

E. Reappointment and Non-Reappointment During the Probationary Appointment Period.

The "Policies Governing Reappointment and Non-Reappointment during Probationary Appointment Period" as printed in the Academic Handbook, apply to faculty members (not to lecturers) in the School of Continuing Studies. The policy requires an annual review of performance and other specific procedures.
F. Review of Tenure Faculty

After a faculty member achieves tenure, he/she should continue to have the benefit of a periodic review of his/her professional achievements by his/her colleagues. To provide this, each year after a faculty member has been granted tenure, or received his/her most recent promotion (whichever occurred more recently) the Dean shall ask the Promotion and Tenure Review Committee to review the professional efforts of the faculty member. The criteria for review should be comparable to that used in considering promotion and tenure. The committee should then recommend appropriate commendation or make suggestions for improving efforts.

G. Criteria for Promotions

The areas evaluated for purposes of promotion include:

1) teaching

2) research and creative activities

3) other services of an administrative, professional, or academic nature

4) program development, as related to the other criteria

Normally, a faculty member's responsibilities in the School of Continuing Studies would involve performance in each of the above areas. This may vary according to the faculty member's assignment. In determining the candidate's qualifications, the review committee shall exercise reasonable flexibility, balancing, where the case requires, excellence in one area against less distinguished achievement in another. A candidate for promotion should normally excel in at least one of the above categories and be satisfactory in other areas of assigned responsibility or expected performance.

Promotion to any rank shall be viewed as a recognition of past achievement and also as a sign of confidence in the individual's capacity for greater responsibility and accomplishments.

1) Teaching

Continuing Studies students comprise a heterogeneous group in terms of their learning capabilities and educational backgrounds. If Continuing Studies staff members are to be effective in teaching this potential clientele, they must be prepared to utilize a variety of methods and techniques. These include credit and non-credit courses, conferences, institutes, workshops, radio and television, newspapers, an educational telephone network and individual counseling.

Teaching excellence in continuing education is more than imparting knowledge available in texts or from research. To collect, organize and present content or research findings that are useful and meaningful to the clientele of continuing education is a requisite for excellence in teaching. Also, since continuing education tends to be inter-disciplinary in nature, competence in teaching involves an ability to join with colleagues in
VI. G. (cont'd.)

1) Teaching (cont'd.)

more than one field of knowledge to provide instruction.

The guidelines below suggest criteria to be used in appraising teaching. Among other things, an effective teacher does the following:

a. Arouses student interest in the content, causing the student to seek further knowledge

b. Interprets and presents content so that it is meaningful to the student

c. Utilizes the most appropriate educational methods, techniques, and devices

d. Demonstrates excellence of performance in the use of educational methods, techniques and devices

e. Develops and utilizes effective measurement instruments in determining progress in educational programs or projects

f. Determines the ultimate results achieved through the educational programs or projects

2) Research and Publications

The faculty of Continuing Studies are encouraged to conduct research and publish the results. Research is broadly conceived and may include the analysis of original and innovative program efforts and the development of instructional materials where such efforts are judged to involve research. Research results and scholarly writings published in professional journals or reported through business, trade or community publications can provide significant leadership in many fields. As with program development and teaching, continuing education research is likely to be interdisciplinary in scope and methodology.

The following guidelines should be used in judging the significance of the staff member's research and publications:

a. Professional judgment of the value of the work by colleagues in his own and related fields

b. Breadth, originality, and accuracy of the scholarly work

c. Pertinency of the research to solving problems

d. Consistency in publishing over a period of years
VI. G. (cont'd.)

3) Other Services

The performance of services for the University or for external organizations may retard accumulation of evidence of proficiency in program development, research, or teaching even while contributing to the value of the individual as a member of the University community. In such cases, effective service should be given greater consideration in determining promotion as proficiency in other areas. The evaluation of the service should be in terms of the effectiveness with which the service is performed, its relation to the general welfare of the University, and its effect on the development of the individual.

The School of Continuing Studies has staff members with administrative leadership and management responsibilities. Administrative leadership involves stimulating others to contribute effectively to the objectives of the organization. Management responsibilities include human relations, internal coordination and control, personnel and budget. An effective administrator provides leadership in the following ways:

a. Establishing conditions which encourage excellence of teaching and research

b. Clarifying objectives, establishing policy, and providing program direction

c. Organizing and coordinating the activities necessary to carry out the educational programs

d. Obtaining sufficient budget and personnel to meet program requirements

e. Reporting program activities and results

Community service activities are frequently closely related to and in many cases are an essential part of an educational program. The Continuing Studies faculty member may appropriately be involved in a variety of professional, scientific and community activities. In all cases, the focus should be on an educational contribution to the activity. Community service activities may include the following:

a. Advising public or community agencies

b. Consulting with groups concerned with educational, social, economic, and cultural development of the community

c. Presenting materials to organizations, agencies, and other groups

The academic staff of Continuing Studies is encouraged to play a vital role in faculty government, to serve on faculty
VI. G. (cont'd.)

3) Other Services (cont'd.)

committees, and to take part in other faculty activities. Involvement in the affairs of professional organizations is also encouraged.

4) Program Development

Program development is an important part of the academic duties of faculty of the School of Continuing Studies. The conceptualization, implementation, and continuation of programs may well be the most significant aspect of a faculty member's contribution to the mission of the School.

Program development can be research-oriented or creative activity, extension of the instructional effort, and/or other service to the University and/or society. Depending on the nature of the faculty member's efforts, her/his program development contributions should be regarded as research/creative activity, teaching, and/or service.

Leadership in the development of educational programs requires scholarly study of the problems and needs of potential students. Evidence of effective program development can be evaluated by determining whether or not the faculty member does the following:

a. Accurately and clearly perceives relevant problems of potential clientele groups

b. Clearly identifies the objectives and learning experiences for the educational program or project

c. Adapts and relates his discipline or specialization to the problems of potential clientele groups

d. Demonstrates creativity and innovativeness in developing programs to satisfy the particular needs or problems of a community or specific clientele group. Almost inevitably successful program development in Continuing Studies requires an ability to apply the knowledge of several University intellectual disciplines

e. Achieves results as demonstrated by success in attracting sufficient enrollments for programs
H. Promotion in Rank

When considered for promotion, the individual should be assessed in regard to the criteria from the preceding section. Favorable action should result when the individual has demonstrated a level of competence of distinction appropriate to the proposed rank.

FROM INSTRUCTOR TO ASSISTANT PROFESSOR

This promotion is usually based on evidence of above average performance and the promise of continued development by the candidate in his area of major responsibility.

FROM ASSISTANT TO ASSOCIATE PROFESSOR

This advancement is based on continued improvement, whether in quality of teaching, in scholarship, in the creative development of quality education programs, or in performance of service roles.

If teaching is the primary criterion, it should be distinctly superior to that of effective teachers at this and other major institutions.

If research or other creative work is the primary criterion, the candidate should have demonstrated a broad grasp of his own and related fields and should be establishing a reputation as a scholar.

If service to the University, profession, or community is the primary criterion, it should be discharged with merit and should reflect favorably on the University and on the individual's academic status.

FROM ASSOCIATE PROFESSOR TO PROFESSOR

This promotion is based upon achievement beyond the level required for the associate professorship.

If teaching is the primary criterion, the candidate must have demonstrated an extraordinary ability to motivate and direct students and have achieved a reputation as an outstanding teacher.

If research is the primary criterion, the candidate should have shown a continued growth in scholarship which has brought him a reputation as a first-class productive scholar.

If service, administrative, professional or academic, is the primary criterion, distinguished contributions must be evident.
VII. Selection, Promotion, and Appointment of Professional Staff

A. Selection and Appointment

The Director of the unit in which the appointment will be made shall, in consultation with the Faculty Additions Committee, make the recommendation for the initial appointment to the Dean. These appointments are for an indefinite term unless otherwise specified in writing. If the appointment is for an indefinite period, notification of termination must be given.

B. Promotion

The Director of the unit in which the professional staff member is employed recommends promotion to the Dean. The director or the Dean may appoint an ad hoc committee to review the recommendation if he so chooses.

VIII. Governance

A. Administrative

Administrative authority for the School shall reside in the Office of the Dean of the School. He may delegate certain administrative tasks and functions to other administrators of the School.

B. School Assembly

The Assembly of the School of Continuing Studies shall serve as the official consultative body of the School. The Assembly may consider any policy or program matter affecting the School.

Membership in the Assembly shall include the faculty of the School (as defined in Section VI. D.), professional staff, visiting faculty, lecturers, and administrative or junior administrative officers of the Central Administration and Central Core. Like persons in Continuing Studies at all other campuses of Indiana University shall be ad hoc members of the Assembly.

The presiding officer of the Assembly will be the Dean of the School. Meetings of the Assembly are called by the Dean or at the request of a majority of the membership of the Assembly. In order to conduct official business, a quorum of fifty percent of the membership of the Assembly must be present. In order for an issue to pass the Assembly, a majority vote of the members present is required.
C. Academic Council

This Council shall consist of all faculty members and unit directors in the School. Its function is to set official academic policy for the School and to approve the granting of the degrees which the School may be authorized to grant. The Council on Extended Studies is responsible for proposing and developing program policies for authorized external degree options. The School academic council is responsible for sanctioning policies proposed by the Council on Extended Studies. Unit directors who do not hold faculty rank may participate fully except for voting on academic decisions, including the granting of degrees.

D. Committees

1) Committee Assignments - All committee assignments shall be made by the Dean of the School.

2) Standing Committees

a. Academic Policies Committee
   This committee assesses the need for programs at the graduate, undergraduate, and noncredit level which can best be provided by the School of Continuing Studies. The committee makes recommendations to the Academic Council regarding new curricula in any of these areas. The committee should actively explore with other units of the University, the feasibility and propriety of establishing nontraditionally-delivered courses and programs. This committee should explore possible uses of instructional media in such courses. It should develop the procedures for the in-School consideration and review of such courses and programs. Such procedures should include interfacing with the Council on Extended Studies when the course involves the External Degree Program.

   The committee considers matters related to admissions and the granting of scholarships within the School. This committee should periodically review admissions and probation standards and procedures within the School and keep abreast of University standards. It should assess the availability of scholarships to credit and noncredit students in the School, make recommendations for further action, and, with the approval of the Dean, seek funding for new and existing scholarships. The committee should give particular consideration to the establishment of a Robert W. Richey Scholarship. The committee should serve as the final review/approving authority for School scholarship recipients.

   The committee should also review counseling and advisement procedures currently used throughout the School and advise the Dean and Directors on necessary improvements.

   This committee should review the School's policy regarding the awarding of CEU's and insure that the use of CEU's is consistent throughout the School.
b. Promotion and Tenure Review Committee
   This committee reviews all faculty candidates for promotion and tenure, and makes recommendations to the Dean.

c. Academic/Administrative/Professional Grievance Committee
   This committee is available to review grievances of academic, administrative and professional appointees at the option of the appointee. The committee will make recommendations to the appropriate administrator(s).

d. Clerical Grievance Committee
   This committee is available to review grievances of clerical appointees at the option of the appointee. The committee will make recommendations to the appropriate administrator(s).

e. Research and Development Committee
   This committee plans and conducts the annual Robert W. Richey Symposium. It also serves as an advisory committee to the School grantsperson.

f. Faculty/Administrative Additions Committee
   This committee reviews candidates and makes recommendations, in consultation with the appropriate administrator, to the Dean regarding faculty and director-level appointments in Continuing Studies throughout the Indiana University System. Usually a search and screen committee will provide several candidates who meet the requirements for the position to be filled and who will then be reviewed by this committee.

g. Financial Advisory Committee
   This committee consults with the Dean regarding the financial operations of the School.

h. Publications and University Relations Committee
   This committee studies the relations between the School and its various constituencies. The committee reviews all School publications and programs designed to publicize the School and any of its subunits. This committee should examine the School's bulletin series in order to revise it so that it best meets the needs of potential and enrolled students of the School. The committee should periodically review and evaluate published materials (including bulletins, brochures, pamphlets, advertisements, etc.) dealing with the School and its units and make recommendations as necessary. The committee also should develop an outline of a long-term, School-wide publicity campaign.

i. Committee on Long-Range Planning
   This committee is to advise the Dean of the School on Long-Range Planning.

   Specifically, this committee should develop a schedule, compatible with the University budgetary and long-range planning schedule, for the School's long-range planning efforts. This schedule should be a continuous, cyclical one. The committee should review the previous long-range plans of the School and
VIII. D. 2 (cont'd.)

i. Committee on Long-Range Planning (cont'd.)
the University and the mission statement of the School to insure
that they are current. It should develop priorities for the
planning period. The committee should also work with campus
and program directors to help facilitate the planning process
and monitor the development of the long-range plan.

The committee will be expected to review and respond to the
final plan prepared by the Dean's office. It will also assist
the directors in adjusting that plan to the final budget of
the School as determined by the University. With the directors,
it will provide continuous evaluation of the planning and
implementation process.

j. Executive Committee
This committee consults with the Dean on general policy and
administrative matters in the School.

k. Administrative Communications Committee
This committee serves as a vehicle for the facilitation of
communications within the School and between the School and
closely related activities throughout the Indiana University
System.

l. Ad Hoc Committees
The Dean may from time to time appoint committees for a
specific task. These committees will have a limited life.

IX. Amendments

The Governance Statement can only be amended by the School Assembly.
An amendment must receive a two-thirds majority vote of those present and
voting in order to be accepted. Certain policies contained in this Governance
Statement can be amended or superceded, however, by policies adopted by the
Board of Trustees and other committees or officers having greater authority.
APPENDIX A

As you interview candidates for the position of Director of Continuing Studies on your campus, it may be helpful for us to indicate that the person will be responsible to two different units of the University (his/her respective campus and the system-wide School of Continuing Studies); that the person will have our mutual support in the fulfillment of his/her mission and in the cooperative evaluation of his/her performance; and that the person will be expected to assume at least the following duties and responsibilities with respect to the local campus chancellor (or vice president) and the Dean of the School of Continuing Studies:

1. Develop, promote and coordinate non-credit courses, institutes and conferences, both on- and off-campus in the region to be served

2. Promote and coordinate appropriate off-campus credit courses, workshops and seminars in the region to be served

3. Identify and recruit instructors who can implement effectively desired local continuing education activities. This duty will include also recommendation of faculty members on his/her campus who, for example, might serve as developers and instructors of courses by Independent Study (correspondence)

4. Assume appropriate administrative duties related to external degree programs in which his/her campus participates under the auspices of the School of Continuing Studies

5. Serve as the initial contact person in making local arrangements for instructional radio and television (THETS), as well as for such program areas as external degree programs, real estate certification, civil defense, drug education, and labor studies

6. Serve on local as well as University-wide committees relevant to continuing education, as well as extended studies programs

7. Participate as a member of the University-wide Administrative Advisory Committee to the Division of Continuing Education in the School of Continuing Studies in the development of University-wide policies, procedures, and programs in continuing education

8. Share with other Indiana University campus continuing education personnel his/her ideas, suggestions, successes and failures
9. Publicize through, hopefully, a University-wide newsletter continuing education as well as extended studies programs that are being provided on his/her campus as well as throughout the system.

10. Draw upon whatever resources exist in the central office of the School of Continuing Studies that may assist the persons in:

   A. Developing programs (example: Women's Education) for his/her campus

   B. Researching the continuing education as well as external degree needs of his regional community and developing programs in the light of his findings

   C. Developing proposals for grants that may enable him/her to meet certain kinds of needs

11. Provide data essential for the compilation of such University-wide continuing education reports as:

    A. HEGIS

    B. NUEA

    C. Annual reports of the School

12. Counsel or refer to other counseling units on the campus, those interested in continuing education as well as external degree programs provided on his/her campus as well as anywhere in the system. This would include opportunities provided through the Independent Study Division

13. Provide desirable conditions for those within the region served by the campus to:

    A. Take final examinations in connection with courses taken through the Independent Study Division

    B. Take tests in attempts to earn credit-by-examination