



INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS

**Goals, Objectives, and Strategies
for
Implementing IUPUI's Mission**

~ Progress Report ~

2002-2007

Compiled by

Planning and Institutional Improvement

<http://www.planning.iupui.edu/>

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Excellence in Teaching and Learning

I. Attract and support a better prepared and a more diverse student population

A. Enroll better prepared and more diverse beginning students.

1. Expand scholarship support and use it strategically.
 - IUPUI has more than doubled undergraduate scholarship funding in the past five years. In 2002, institutional aid totaled \$2,066,158; in 2007, it totaled \$4,225,282. The additional funds have been used to recruit and support students who show outstanding ability, contribute to the diversity of IUPUI, or have demonstrated financial need. For example, qualified international undergraduate students receive a \$1000 incentive grant.
 - Funding for graduate fellowships has increased from a total budget of \$1,364,980 in 2002 to \$1,922,911 in 2007. Block grants to the schools to support graduate education increased from \$536,900 in 2002 to \$850,120 in 2007. Fellowships to individual students with high academic qualifications increased from 34 in 2002 to 44 in 2007. In 2002 13 fellowships (\$234,000) were awarded to PhD students and 21 fellowships (\$252,000) awarded to masters students. In 2007 there were 21 PhD fellowships (\$378,000) and 23 master's fellowships (\$276,000).
2. Strengthen the Honors Program.
 - The Honors Program has the following admissions requirement for incoming students: SAT 1200 or higher/ACT 26 or higher, top 10 percent of high school class, and a high school GPA of 3.5 or higher.
 - In order to earn the Honors notation, students must complete 18 credit hours of honors work and maintain a GPA of 3.3 in all completed university courses, including honors courses. The H-Option remains the most common way for students to earn honors credit.
 - Enrollment in the Honors Program has risen steadily over the past five years, from 32 in 2002 to 65 in 2007, due in part to the automatic enrollment of students receiving such prestigious scholarships as the Bepko, Presidential, and Plater scholarships. Currently 211 students on scholarship are enrolled in the program and an additional 157 students are regular members of the Honors Program.
 - Since Fall 2002, the program has achieved one-year retention rates between 91 and 100 percent, well above the campus rate of 64 to 67 percent. The average first-year GPA of honors cohorts increased from 3.31 in 2002 to 3.51 in 2006. Scholarship recipients retained in the program have maintained an average cumulative GPA of 3.71 and a GPA of 3.85 in honors course work.

Performance Indicators for Honors Cohorts

	2002	2003	2004	2005	2006
One-Year Rate	91%	100%	100%	98%	93%
1st Yr GPA	3.31	3.52	3.60	3.59	3.51

- The number of honors courses has almost tripled since 2002. Although progress has been made toward creating a challenging set of curricular opportunities that addresses the needs of highly motivated students, the number and types of Honors courses offered remain limited. This is particularly problematic for students studying in highly structured undergraduate programs such as Nursing, Engineering, Education, and Medical Sciences.

Number of Honors Courses

	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05	Spr 06	Fall 06	Spr 07	Fall 07
Honors Courses	19	18	22	22	18	26	35	27	51	39	54

- Promote degree opportunities in the arts and sciences as well as in professional schools.

- Thirteen new degree programs have been approved at IUPUI since 2002.

<u>Program</u>	<u>Date Approved</u>
Ph.D. in Philanthropic Studies	06/13/2003
M.A. in Philosophy	10/10/2003
B.S. in Biomedical Engineering	11/14/2003
B.S. in Interior Design and Technology	02/13/2004
A.S. in Forensic and Investigative Science	05/14/2004
M.A. in Museum Studies	05/14/2004
B.S. in Forensic and Investigative Science	05/14/2004
B.S. in Environmental Science	08/12/2005
M.S. in Technology	09/09/2005
M.S. in Music Therapy	11/11/2005
M.A. in Political Science	12/09/2005
B.S. in Biomedical Engineering Technology	05/12/2006
MFA in Visual Art	03/09/2007

- 29 new certificate programs have been added since 2002.

- Coordinate school and campus promotional materials and approaches to prospective students.

- The IUPUI Enrollment Management Council (EMC) was formed in 2004 with the charge to implement a sustained, systematic, campus-wide process to manage our enrollments through an information-based

plan. The council has representatives from each of the academic units as well as offices providing central enrollment management-related services, such as Admissions, Financial Aid, and Scholarships. Among the council's activities is coordinating central and school-based recruitment efforts, including publications. For more about the work of the council, visit <http://registrar.iupui.edu/emc>

- IUPUI has developed new campus recruiting materials and a master communications calendar to coordinate all communications to prospective and admitted students. These materials are consistent with the overall marketing message for IUPUI. Samples of the recruiting materials may be seen by visiting <http://enroll.iupui.edu/admissions/documents/publications>
- Admissions has taken other steps to improve the coordination and quality of school-based recruiting, including
 - Holding six meetings annually of all school-based recruiters and front-line staff
 - Creating a manual for school-based recruiters to assist them in their work and to ensure consistent presentation of information about the university
<http://registrar.iupui.edu/emc/recruiting/recruiter-manual.pdf>
 - Providing a training workshop for school-based recruiters
<http://registrar.iupui.edu/emc/recruiting/recruiting-presentation.pdf>
- A comprehensive recruiting calendar for both central and school-based recruiting efforts was created in 2006 and will be updated annually. Visit <http://registrar.iupui.edu/emc/recruiting/outreach.pdf>
- A number of graduate programs have their own out-of-state recruiting initiatives, sometimes carried out in conjunction with IU Graduate School activities like recruiting at historically black colleges.
- Graduate programs often provide financial support for students, including fee remissions for their own courses.
- The Office of Academic Affairs and the School of Liberal Arts sponsor the IUPUI Poetry Contest, offering substantial prizes and scholarships to high school students. In 2007, 556 students from 89 high schools submitted poems. The winners were honored at an awards ceremony in April and the winning poems were published in a widely-distributed booklet. Two of the 2007 winners have indicated their intention to enroll at IUPUI.

5. Cultivate relationships with high school counselors and teachers that encourage them to recommend IUPUI.
 - IUPUI nurtures existing relationships with high school counselors and teachers and is expanding contacts within the state and in major metropolitan areas in adjacent states. In addition to visits to high schools, IUPUI sends quarterly newsletters to counselors and hosts an annual breakfast to bring the counselors to campus.

- Additional resources have been posted to the Admissions, Financial Aid, and Scholarships Websites that provide the high school counselor and others important information in discussing college choices with their students.
6. Cultivate relationships with P-12 students to improve their preparedness and disposition toward continued learning (e.g., after-school and summer experiences on campus, library access, credit courses).
- IUPUI cultivates relationships with P-12 students through programs that provide scholarships, mentoring, internships, and research opportunities. For example, the Sam Jones Community Service Scholarship Program recognizes students' previous service to high school or community and supports their continued involvement in educationally meaningful community service and leadership development. Each year approximately \$250k is awarded to 115 students who then contribute over 15,000 hours of service to the community.
 - University College's Northwest High School Internship Program brings student interns to the IUPUI campus for eight weeks. Over the years, 85 percent of these students have chosen IUPUI for their college education as a result of this program.
 - Fifty top Indiana high school students have the opportunity to work alongside leading researchers in the labs of the Herman B Wells Center for Pediatric Research in the School of Medicine, assisting in the Molecular Medicine in Action Program. The program encourages students to pursue health and life science careers.
 - A \$206,800 grant from the Indiana Commission on Higher Education supports "Creating High Achievement Pipelines in Writing," a project that enables IUPUI faculty to provide professional development for middle school teachers in three Indianapolis Public Schools.
 - For over 28 years, Engineering & Technology's Minority Engineering Advancement Program has hosted minority students from grades six through twelve during the summers.
 - The IUPUI Upward Bound Program, sponsored by University College, serves 140 students from eight Indianapolis high schools. The IUPUI program was one of five selected nationally to receive supplemental funding and consulting to demonstrate how to integrate technology in the curriculum.
 - Faculty in the Schools of Education, Medicine, and Informatics are working with faculty and students in Indianapolis Public Schools' newly created Crispus Attucks Medical Magnet High School to develop curricula, engage students in inquiry-based learning, and create ongoing learning opportunities for the entire Crispus Attucks community.

7. Encourage secondary students to complete Core 40 requirements and pursue honors diplomas.
 - IUPUI requires completion of Core 40 requirements for admission. Completion of requirements for an Academic Honors diploma is strongly encouraged. See http://enroll.iupui.edu/admissions/documents/publications/prospective_freshmen.pdf for an example of our recruiting materials.
 - See improvement in the quality of incoming students in 1.A.8 below

8. Continue to raise the required level of preparedness for entering students, referring those with deficiencies to Ivy Tech Community College.
 - IUPUI has increased admission requirements over the past five years. See <http://registrar.iupui.edu/emc/admissions-standards.pdf> for requirements for students entering Fall 2008.
 - The average number of college prep units completed by new freshmen has increased from 16.7 in 2002 to 18.3 in 2007.
 - The average high school class rank has increased from 60 in 2002 to 67 in 2007.
 - The number of beginning freshmen in the top 10% of their high school classes increased from 167 in 2002 to 335 in 2007 (+100.6%)
 - The number of valedictorian/salutatorians increased from 9 in 2002 to 40 in 2007 (+344.4%).
 - The percentage of students from the top quartile of their high school classes has increased from 29% in 2002 to 42% in 2007.
 - The Office of Admissions provides detailed information on steps students should take throughout high school to help prepare for college. Visit <http://enroll.iupui.edu/admissions/undergraduate/highschool>
 - Applicants who do not qualify for admission are deferred to Ivy Tech (or other two-year institutions). If they successfully comply with the terms of a contract, they are admitted to IUPUI without payment of an additional transfer application fee. See <http://www.iupui.edu/~ivy/partners.html> for a description of the Partners Program. In Fall 2007 IUPUI deferred to Ivy Tech campuses some 1,500 students who did not meet IUPUI's admission requirements. Deferrals to Ivy Tech are up 76.5% since Fall 2003.

9. Undertake specific community and international outreach activities to increase student diversity.
 - The Office of Multicultural Outreach hosts and attends a variety of events to provide information about IUPUI to students from traditionally under-represented groups. One such event is Shades of Brilliance http://enroll.iupui.edu/admissions/events/shades_of_brilliance.shtml
 - IUPUI enrolled 4,522 minority students in Fall 2007, a campus record. This reflects an increase of 529 students (+13.2%) since Fall 2002,

significantly above the overall growth of 2.9% in total student enrollment in that same time period.

- The campus has expanded international recruiting efforts and services and increased the number of countries visited. International enrollments have more than doubled in the last ten years, did not drop after 2001 (as they did throughout the U.S. as a whole), and reached a campus record of 1128 in Fall 2007 (an increase of 26% since 2002).
- The growth in the overall international student population has been fueled by significant growth in **new** international students. This population has grown to 369 in Fall 2007, an increase of 108.5% over 2002.

10. Set campus and enrollment targets based on systematic studies of program capacity.
 - In 2005 and 2006, the Enrollment Management Council worked with the academic units to establish projected, aspirational, and capacity enrollments. The information was not incorporated into overall planning for the campus and the effort was discontinued in 2007. The EMC continues to provide data to the schools on enrollment patterns and sources of their students.

B. Provide academic and support programs that serve the needs of a wide array of beginning students, promote their ability to persist in achieving their goals, and develop a sense of community among students, faculty, and staff.

1. Develop additional campus housing.
 - IUPUI is planning additional campus housing because the 750 beds added since 2002 are now filled. Research on retention and academic success in college indicates that students who live on campus have higher GPAs, are more likely to persist, are more likely to be involved in campus programs, and are more open to diversity.
 - Among IUPUI peer institutions, retention and graduation rates are positively correlated with availability of student housing and negatively correlated with hours worked off campus. The National Survey of Student Engagement for 2006 shows that, in comparison to peer institutions, IUPUI students rank very high in hours worked off campus, and very low in other measures of engagement, such as co-curricular and extra-curricular activities.
2. Develop the new Campus Center.
The opening of the new Campus Center in 2007 should help to increase IUPUI student engagement in co-curricular and extra-curricular activities.
3. Improve first-year courses and strengthen learning communities.

- The six-year graduation rate has improved markedly over the last five years, but graduation rates for the first-time full-time cohort remain the lowest among our peer institutions.
- Multiple interventions and considerable resources have been directed to improving retention and graduation, but these efforts remain largely uncoordinated.
 - The Department of Mathematical Sciences offers a course for students who need remediation in math before beginning their regular math curriculum. MATH 001 is the only remaining remedial course at IUPUI; the remedial English and reading courses offered previously have been discontinued.
 - Almost 90% of new freshmen participate in Learning Communities (LCs). Assessment studies over several years show that these students have higher GPAs than non-participants, lower DFW rates, and higher fall-to-spring retention.
 - In Fall 2007 600 new freshmen participated in 26 Themed Learning Communities (TLCs). Assessment studies show that TLC participants, including conditional admits and African American students, are more academically successful than non-participants. Nevertheless, stagnant funding, despite program growth, and lack of professional development resources threaten the continued success of LCs and TLCs.

4. Increase active learning and student engagement in first-year, then all, courses.

- Undergraduate research at IUPUI and its peer institutions is defined as mentored and independent research, i.e., the student works closely with a faculty mentor in a creative collaboration with the understanding that the student will demonstrate substantial ownership of some part of the project. Currently, IUPUI offers 17 funded undergraduate research programs, most connected to health and life sciences and STEM initiatives. Many of the programs target under-represented minorities; some provide research opportunities throughout the academic year; others fund summer research only. Most of the programs are administered through the Center for Research and Learning (CRL).
Students who earn five formal research credits, present at or travel to a professional meeting, present at a symposium on or off campus, write a report on their work, and prepare a research portfolio can receive a transcript notation.
- Service learning, internship, and civic engagement programs at IUPUI are recognized for their strength. Programs that promote hands-on, engaged learning experiences are sponsored at both the centralized (Solution Center, Center for Service and Learning) and unit levels.
- Both the number of IUPUI students studying abroad and the number of IUPUI study abroad programs have doubled in the last six years.

Enrollments are now spread across all schools and are strongly focused on service learning and internships.

- IUPUI has several sources of data on the senior year experience, including progress through the major and cross-campus comparisons of retention and graduation rates for seniors. However, few existing programs specifically target the objective of helping seniors graduate as expeditiously as possible.

5. Increase participation in student mentoring.

- In 1998, a handful of student mentors worked on an hourly pay scale basis in the University College learning center. Today, over 250 undergraduates are awarded scholarships, complete four courses, and serve the campus in a variety of student mentor roles.
- When University College was established, the only student mentor-supported program was Supplemental Instruction. In 2001, the Bepko Learning Center introduced Structured Learning Assistance (SLA) based on a model developed at Ferris State University. SLA has proved to be an immensely successful academic support program. Today, 48 sections are offered through the Bepko Learning Center. Sixty mentors provide academic support for SLA-linked courses, where attendance is mandatory. Sections of Supplemental Instruction are still offered by the center, serving over 900 students each year.
- A Resource Desk was established in 1998, and is open Monday through Friday, 8:00 a.m. to 7:00 p.m. Eighteen student mentors staff the Resource Desk.
- In 2006, the Bepko Learning Center introduced a tutorial support website.
- Student mentors also serve on every instructional team in the IUPUI Learning Community Program. Over 100 learning community sections serve approximately 2500 students each fall; over 85% of all entering students enroll in a learning community section.
- An annual state-wide Mentor Symposium has been held on the IUPUI campus since 2002.

6. Strengthen advising.

- “Advising” at IUPUI is often equated with class scheduling, while “mentoring” defines the more developmental activities related to student growth and learning. True advising and, in particular, intrusive advising is about both activities. Several campus programs offer activities that could be defined as intrusive advising/mentoring. Overall, IUPUI students consider academic advising a very important part of the college experience. However, just over half of students are satisfied with the advising they receive.
- A campus advising council has been formed and charged with developing a campus-wide philosophy of advising as well as recommendations for improving advising across campus.

- Joint academic advising positions have been created with the School of Science, School of Liberal Arts, School of Nursing, University College Academic Affairs, the Career Center and Residence Life. Each of these positions helps to ensure accurate information flow between University College Advising Center and academic schools as well as providing continuous support for students as they move from University College to a degree-granting school.
- A professional development workshop series for faculty and staff advisors has been offered for the past two years. A campus-wide advising symposium was offered in 2000-2005.
- Academic advisors continue to be members of the instructional teams for learning communities; this practice puts an advisor in the classroom with students every week through their first semester of enrollment. Course assessment continuously finds students very satisfied with their interaction with an advisor (it is often cited as the most positive benefit of the course).
- An academic advising team was developed for the implementation of PeopleSoft. This group provided input in order to develop a student information system that allowed advisors to obtain the information needed for sound advising. The team also helped develop the portal through which students find information on their student records to assess academic progress.

7. Improve course placement activities.

- Among the significant improvements in course placement testing that occurred in 2001-2002 were the development and implementation of the web-based versions of the world language placement tests (in French, German, and Spanish) that have facilitated language assessments to be administered as part of the standard placement testing battery for incoming students at IUPUI. To date, the total number of students taking the web-based placement tests in the three world languages has increased by approximately 93% (from a total of 525 tests administered in 2001-2002 to 1,013 tests in 2006-2007).
- Use of the IUPUI web-based language placement tests facilitated the development of an outreach placement testing program that resulted in the establishment of a formal partnership between IUPUI and Ivy Tech Community College in offering placement testing services to undergraduate students admitted at the two institutions. Moreover, the recent adoption of the Internet version of the ACT COMPASS/ESL placement system, which is now used for placing students in mathematics and English for Academic Purposes (EAP) courses, has contributed to achieving steady progress in the ongoing development of outreach placement testing activities on campus and at off-campus test sites including local high schools.
- The COMPASS Mathematics Placement Tests that were substituted in 2000 for the web-based mathematics placement tests developed by the

Testing Center, produce scores that place a relatively larger proportion of students in college-level mathematics courses as opposed to developmental mathematics courses (MATH-M 001 and MATH 001). Partly in response to changes in admission practices, course placement data continue to show a downward trend in remediation rates at IUPUI (i.e., from a remediation rate of 64 percent for the fall 2000 cohort down to approximately 31 percent remediation rate in mathematics for the fall 2006 cohort).

- The Writing Program faculty implemented a guided self-placement (GSP) process (<http://english.uc.iupui.edu>) for placing students in freshman writing courses at IUPUI.
- During Fall 2003, the Chemistry and ESL Placement Tests were incorporated as part of the placement testing program. The total number of students taking the Chemistry Placement Test has increased by approximately 32.6% (up from 874 tests in 2004-05 to 1159 tests in 2006-07).
- The number of students taking English for Academic Purposes (EAP) placement tests has increased 22.7% (that is, up from 414 EAP tests administered in 2004-05 to 508 tests in 2006-07).
- Testing Center staff assisted faculty in developing course test out services for students enrolled in the Department of Computer and Information Technology and the Kelley School of Business at IUPUI.
- In 2007, the Testing Center was formally established as an ETS Certified Test Administration Site for the TOEFL iBT (Test of English as a Foreign Language Internet-based Testing), which provides additional test data for use in student admission and course placement activities at IUPUI.

8. Increase the use of technology to enable students to hone basic skills.
 - The template for the learning community curriculum includes a learning outcome stating, “Students should understand and apply information technology in support of their academic work.” Related learning objectives include the ability to locate and use appropriate campus computer facilities; identify resources for acquiring specific software skills and use of features of OnCourse (course management software) by course instructors. In fall 2006, 86% of all incoming students with 17 or fewer credit hours were enrolled in a learning community course.
 - The Office for Professional Development has provided instruction for faculty to incorporate technology in their teaching. Student surveys show continually increasing use of technology and satisfaction with the use of information technology in the classroom (69.5% of enrolled students satisfied or very satisfied in 1999, 75.4% satisfied or very satisfied in 2007).
9. Strengthen the early-warning system.

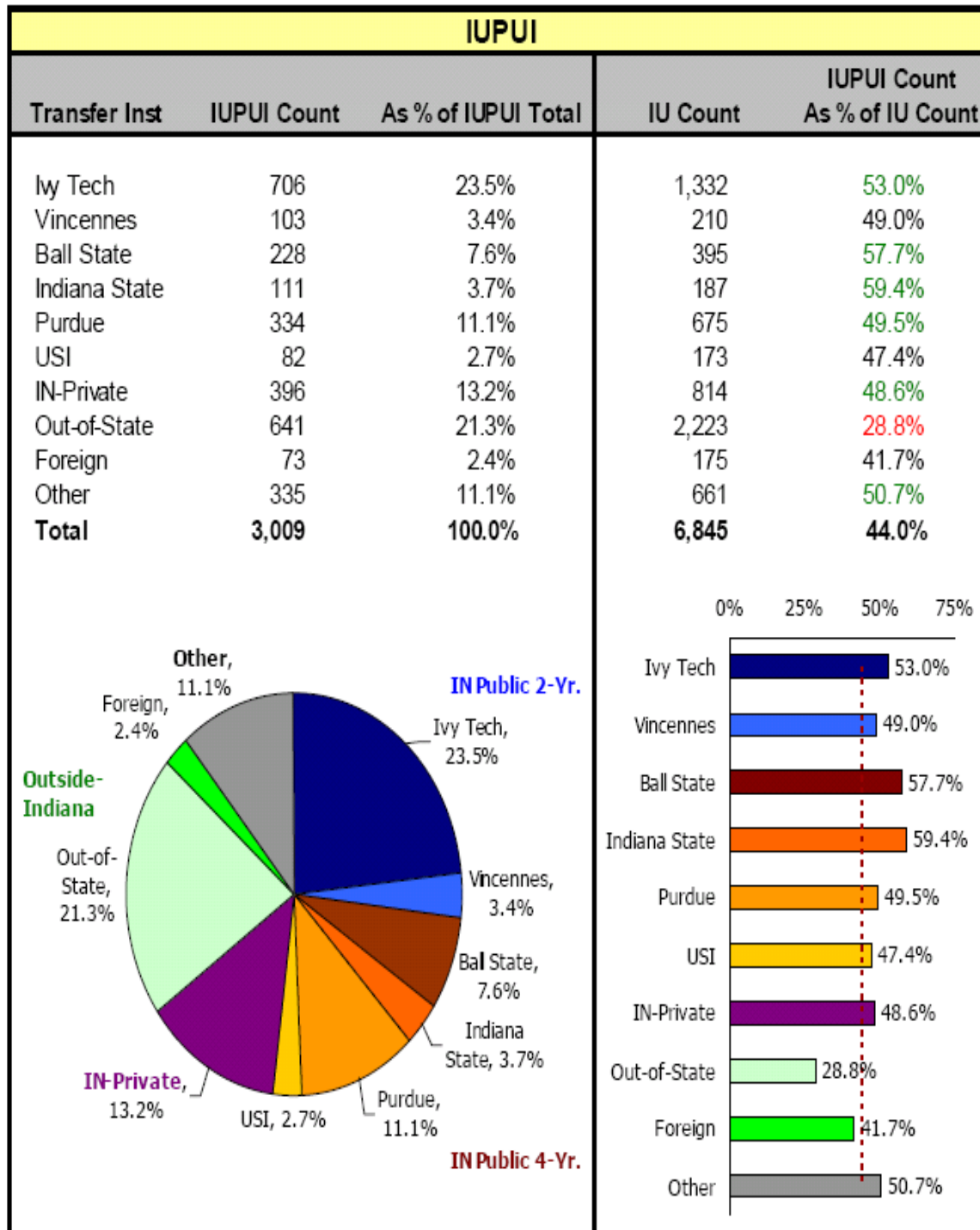
- The early warning process consists of getting feedback from instructors on course performance for all freshman students. In fall 2006, over 2,012 letters were sent to students indicating that an instructor reported lack of attendance and/or sufficient progress in the course.
- Early warning reports are now shared with specific support programs in order to provide additional contacts with students. Support programs utilizing early warning information include learning community instructors, Student Support Services, residence halls, and the Student African American Brotherhood.
- Plans are being made to integrate the early warning program into the course management system so that faculty can report early warning data through online class rosters; automation of the system will allow feedback to reach students earlier. In addition, there are plans for the system to allow faculty to provide on-going feedback on student attendance/performance to the University College Advising Center throughout the semester. The Academic Advising Center will then contact students who are reported to be having academic difficulties.

10. Improve Enrollment Center processes to make it easier than ever to enroll.
 - The online application facilitates enrollment of beginning freshmen, transfers, returning students, and intercampus transfers. Implementation of a workflow process within the Office of Admissions permits application decisions to be made more quickly. Admission letters now contain scholarship offers for high-ability students.

C. Increase enrollment and retention of transfer, adult, second-degree, international, and graduate students.

1. Work closely with Ivy Tech Community College to ensure access and encourage transfer.
 - The IUPUI-Ivy Tech Passport Office has been a state model for collaborative relationships to promote easy transfer between two institutions. See also 1.C.3. below and <http://www.iupui.edu/~ivy>
2. Improve student transfer processes and services for transfers within IU and Purdue and between IUPUI and other colleges and universities.
 - IUPUI enrolls over 3,000 transfer students annually--44% of all transfers to Indiana University. The introduction of new application processes for intercampus transfers has facilitated student transitions into their intended majors. Increasing numbers of transfer students are attending Orientation to prepare to study at IUPUI.

Transfers to Indiana University, Calendar Year 2006 (Spring, Summer and Fall)
By IU Campus According to Feeder Institution



Notes. Percentages in the far right column that are highlighted in green/red represent cases where IUPUI's share of IU's transfer students from a particular institution or sector are notably greater/lower than IUPUI's share of all IU transfer students. Notable differences are determined by a statistical test of significance ($p < .05$). The red dotted line in the lower right figure represents the percentage of all IU transfer students enrolled at IUPUI: 44.0%.

3. Strengthen and increase articulation agreements linking IUPUI and other campuses and institutions.
 - The number of articulations with Ivy Tech has grown from 16 in 2002 to 60 in 2007.
 - The number of articulations with Vincennes has grown from 15 in 2002 to 39 in 2007.

4. Promote use of campus facilities by Ivy Tech Community College students.
 - By 2002 Ivy Tech students could obtain a special JagTag that gives them access to a number of IUPUI campus activities and services, including use of the Recreation-Sports facilities (for a fee), the university library, and participation in ROTC.
 - With the expansion of student housing at IUPUI, spaces were made available to Ivy Tech students on a space-available basis. 14 Ivy Tech students lived in IUPUI housing in 2006. Since IUPUI students filled all spaces beginning in fall 2007, student housing is no longer available to Ivy Tech students.

5. Promote college completion and second-degree opportunities for adults.
 - The campus's math and science teacher education initiatives are coordinated by The Urban Center for the Advancement of Science and Mathematics Education (UCASE), a collaboration between the School of Science and the School of Education to promote science and math teacher education at IUPUI. Approximately 17 students are currently enrolled in the post-baccalaureate mathematics undergraduate teacher education program and the Transition to Teaching (T2T) specialization in science education.

6. Improve enrollment services for adult learners.
 - The School of Continuing Studies continues to serve adult learners pursuing the General Studies degrees. Returning students have access to the online application process instituted in 2006 to facilitate their entry into the appropriate academic units. In addition, intrusive advising has been initiated.
 - The General Studies Degree Program has processed an average of 833 applications during the past five years. See chart below.

General Studies Degree Program	FY 2002-2003	FY 2003-2004	FY 2004-2005	FY 2005-2006	FY 2006-2007
General Studies Application	870	870	865	743	820
General Studies New	188	162	122	76	71

Application					
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7. Increase utilization of off-campus facilities and distributed learning opportunities.
- The redesign of the Glendale Mall resulted in the premature closure of the Glendale Service Center in December 2006. This situation has had the unintended consequence of reducing permanent capacity while increasing the utilization rate of off campus sites to 100%.
 - The intentional strategy to grow the number of distance education courses offered and enrollments has been on a steady upward trajectory, from 2,324 enrolments in FY 2003 to 6,680 enrollments in FY 2007, with 63 different course titles.

Off Campus Credit Programs	FY 2002-2003	FY 2003-2004	FY 2004-2005	FY 2005-2006	FY 2006-2007
Enrollments (off campus, DE, and Weekend)	14,317	11,774	11,628	11,049	9,680
Credit Hours (off campus, DE, and weekend)	38,667	32,504	31,168	31,354	30,529
Enrollments for Distance Education (DE)	2,324	3,068	5,543	5,911	6,680
Facilities for Off Campus	Glendale and Carmel Learning Center, Area High Schools	Glendale and Carmel Learning Center, Area High Schools	Glendale and Carmel Learning Center, Area High Schools	Glendale and Carmel Learning Center, Area High Schools	Carmel Learning Center, Jewish Community Center, Area High Schools

8. Coordinate a campus-wide effort to recruit international students.
- International recruitment activities continue to expand, with more prospective students contacted, increased coordination of recruitment activities with academic units, and aggressive pursuit of students from countries with special scholarship programs. IUPUI international enrollments grew dramatically between Fall 2006 and Fall 2007, with a 29% increase in undergraduate enrollments and a 17% increase in graduate students. IUPUI's 1128 international students now constitute 3.8% of the total student population.

9. Conduct studies to determine additional and emerging postsecondary education needs of Central Indiana.
10. Provide non-credit courses, degrees, and certificates that enhance workforce skills and contribute to Indiana's economic development.
 - Enrollments in community continuing education classes have dropped 22% during the past 5 years, from 11,405 enrollments in 2002-2003 to 8,542 in 2006-2007. However, this is partially offset by 27% growth in contract training with area employers.

Continuing Studies Noncredit Programs	FY 2002-2003	FY 2003-2004	FY 2004-2005	FY 2005-2006	FY 2006-2007
Enrollments	11,405	9,615	9,946	8,929	8,542
Number of Courses Offered	891	748	900	942	829
Number of Certificates Offered	18	18	18	18	19

11. Work with area employers to improve internship and job placement opportunities for students and graduates.
 - The IUPUI Community Learning Network Continuing Studies Contract Training Division experienced a 260% increase in revenue, from \$113,500 in 2002-2003 to \$297,650 in 2006-2007. This was accomplished with fewer companies; however, we have developed relationships with key businesses and are now their primary provider of continuing education.

Continuing Studies Noncredit Programs	FY 2002-2003	FY 2003-2004	FY 2004-2005	FY 2005-2006	FY 2006-2007
Contracts	60	44	42	106	64
Number of Businesses	20	13	15	11	8
Amount of Contract Income	\$113,504	\$167,489	\$142,443	\$206,539	\$297,652

12. Work with area employers to increase their support for postsecondary education for their employees.
 - Attendance at outreach events at local businesses has produced initiatives such as an on-site cohort program with the Community College at Pearson Publication.

II. Support and enhance effective teaching

- A. Recruit, support, and retain a full-time and associate faculty community with complementary excellence in teaching, research, and professional service.
 - The newly formed Faculty Appointments and Advancement (FAA) office (established 2007) organizes programs and workshops targeted at improving faculty recruitment and hiring processes as well as providing support for faculty advancement through promotion and tenure, sabbaticals, and developing a reward system to acknowledge faculty excellence in teaching, research, and professional service.
 - Most schools provide some start-up support for new faculty in forms that include summer salary, support for graduate students or post-doctoral scholars, and funds for equipment and supplies. Limited availability of start-up funds is a significant constraint on new faculty recruitment in Dentistry, Engineering, Medicine, Nursing, and Science, and may become so in Informatics in the near future.
- B. Build a faculty and staff who reflect the diversity of Central Indiana.
 - In 2006-2007, the Executive Vice Chancellor initiated the SRUF program (Supporting the Recruitment of Underrepresented Faculty) resulting in an increase of eleven faculty in areas that are underrepresented, thereby increasing the diversity of our faculty.
- C. Provide effective faculty and staff development, particularly in the use of innovations in instructional strategies, curricular options, technology, and assessment to enhance student learning.
 - In addition to the many professional development programs sponsored by the Office for Professional Development (OPD), schools and departments across the campus provide formal and informal professional development opportunities to their faculties.
 - University College and OPD provide the largest number of formal opportunities to help faculty understand incoming students.
 - University College, with the help of IMIR, generates extensive data about incoming students. University College faculty use these data as a basis for developing curricula for learning communities, themed learning communities, and critical inquiry courses.
 - OPD conducts research on the characteristics of “millennial students,” and uses research findings to help faculty understand IUPUI students through events and programs like the New Faculty Orientation, the Moore

Symposium, Communities of Practice, engaging pedagogies, and integration of new technologies.

- D. Provide clear paths for faculty and staff advancement through development.
- The mission of Faculty Appointments and Advancement, in collaboration with the Center for Teaching and Learning, is to provide clear paths for faculty advancement through workshops, events, consultations, and other support, including the online Professional Development Planner for faculty, developed in 2005.
- E. Encourage and support initiatives that promote interdisciplinary teaching, curricular and co-curricular integration of the Principles of Undergraduate Learning, and community-based academic learning (service learning).
- Themed Learning Communities (TLCs) were piloted in 2002, and have grown in the past five years from five TLCs involving 100 students to 26 TLCs in 2007 involving over 600 students. These TLCs by definition promote interdisciplinary teaching and curricular and co-curricular integration of the Principles of Undergraduate Learning (PULs). More than half of them include community-based academic learning.
 - In 2000, the campus established faculty Communities of Practice to provide increased leadership for integrating the PULs in disciplinary curricula.
 - The ePortfolio at IUPUI is being developed to document the integration of the PULs throughout the academic curriculum and co-curriculum.
 - IUPUI's initiatives to integrate the Principles of Undergraduate Learning (PULs) have resulted in two major national awards, both in 2006: the Hesburgh Certificate of Excellence and the CHEA Award for Assessing Student Learning Outcomes.
- F. Enhance a campus-wide community of dialogue and reflection rooted in the scholarship of teaching, learning, and assessment and committed to supporting the intellectual, professional, and personal development of all students.
- The work of the Action Teams (2006-2007) and the resulting campus Action Plan have engaged faculty in dialogue and reflection in all the above areas.
 - The Communities of Practice, the Scholarship of Teaching and Learning program, the Moore Symposium, and the Faculty Colloquium on Excellence in Teaching contribute to this effort through activities, workshops, and colloquia.
 - Members of the Program Review and Assessment Committee (PRAC) have contributed to an annual report for the Indiana Commission on Higher Education that illustrates improvements in instruction, curriculum, and student services resulting from assessment of student learning related to the PULs (<http://www.planning.iupui.edu/accountability/>)
- G. Encourage, celebrate, and reward excellence in teaching at the department, school, and campus level.

- Faculty Appointments and Advancement (FAA), working in conjunction with the Center for Teaching and Learning, plays a key role in this area through workshops, events, and the campus awards program that culminates in the Chancellor's Honors Convocation.

III. Enhance undergraduate student learning and success

- A. Use the Principles of Undergraduate Learning to construct a coherent general education experience for every student.
- IUPUI has received two national awards, the Hesburgh Certificate of Excellence and the CHEA Award for Assessing Student Learning Outcomes, both in 2006, for its curricular achievements with the Principles of Undergraduate Learning (PULs).
 - The implementation of ePort (cited earlier) is making the general education experience more coherent for students. The ePort is structured around the PULs as the foundation of the undergraduate learning experience.
 - The campus is piloting a Personal Development Planner for students with plans for full implementation in Fall 2009.
 - A new initiative to encourage every student to participate in experiential learning through undergraduate research, service learning, or study abroad is intended to provide further coherence to the curriculum.
- B. Provide classroom and other learning environments that encourage students to see themselves as members of a campus-wide community of learners.
- The Learning Environments Committee has a budget of over \$200,000 annually to upgrade classroom and campus environments for learning. Since 2002, IUPUI has developed many informal learning environments on campus, including the study areas in the Education/Social Work Corridor, the Business/SPEA corridor, and the Library Lobby area. These areas, formerly devoid of students except at change of classes, now have students studying there throughout the day.
 - The new Campus Center, opened in late 2007, includes many study areas for students.
- C. Encourage excellence through Honors programming.
(See I.A2 above)
- D. Involve students in faculty research through the Undergraduate Research Opportunities Program and other campus programs.
- The Center for Research and Learning (CRL) was established in 2000 to encourage and support undergraduate research. Its influence grows each year, with the result that in 2007, IUPUI was listed in US News and World Report for its provision of opportunities for undergraduate research. (See also I.B4 above)

- E. Set goals for student learning in every course and discipline, assess student achievement of these goals, and use assessment findings to improve curriculum and instruction.
- The Program Review and Assessment Committee (PRAC), with representation from every IUPUI school, leads IUPUI efforts in the articulation and assessment of student learning.
 - ePort is being designed as a major tool to support faculty and students in this endeavor. In 2004, 2 Integrated Department Grants were awarded to departments to develop models for how ePort could document and assess student learning. In 2007, 7 departments are working on Integrated Department Grants.
- F. Provide curricular experiences that increase student understanding of other cultures.
- Study abroad at IUPUI has grown by 245 percent since 1994-95, compared to 125 percent for the U.S. as a whole. But overall enrollments are low compared to peer institutions and most participants opt for short-term programs.
 - The number of study abroad programs offered by IUPUI has doubled over the past five years, with most programs focusing on a single, intensive course on a specific issue. Many include service learning or internship components.
 - Support staffing for study abroad is low compared to that for peer institutions.
 - Study abroad enrollments are distributed across all IUPUI schools, with the Schools of Medicine and Law sending the highest numbers of students abroad. In contrast to national patterns, the majority of IUPUI study abroad students are in graduate/professional programs.
 - Destinations for IUPUI students studying abroad are wide-ranging. Top countries include Mexico, Kenya, and eastern European nations, whereas at most institutions students tend to pursue opportunities in western Europe.
 - Currently, foreign adjuncts are identified through research contact and come to IUPUI mainly to collaborate on research. They do very little, if any, teaching. More teaching by foreign adjuncts could enhance internationalization efforts at IUPUI.
- G. Enable more students to engage in internships.
- Since beginning operations in 2004, the Solution Center (SC) has developed or facilitated over 1,500 internships, projects, and research programs. In addition, Solution Center staff have assisted with hundreds of additional internships, projects, civic engagement activities, and research collaborations routed directly to schools.
 - The SC also collects information from IUPUI schools and programs in order to assess the number of internship positions and experiential projects posted and placed on the campus. Since 2004, campus units have reported a total of nearly 20,000 internships and career-exploration projects. Of this number, 27% (5,412) of students were placed in Central Indiana businesses and 73%

(14,364) of students were placed in not-for-profit organizations to complete internships and experiential-learning projects.

- H. Increase opportunities for international experiences.
- A campus-wide team participated in the Internationalization Collaborative of the American Council on Education to define twelve Principles of International Learning for all IUPUI schools.
(See I.B4, I.C8, and III.F above.)

- I. Strengthen library resources.
- The net increase in the library’s materials budget from 2002 to 2007 was \$750,000 or 27.5%. The chart below provides the figures:

	Materials Budget with CTE	Materials Budget w/o CTE	Actual \$ Increase	Actual % Increase
2002/03	\$2,728,600	\$2,728,600		
2003/04	\$3,078,600	\$2,778,600	\$350,000	12.8%
2004/05	\$3,378,600	\$2,778,600	\$300,000	9.7%
2005/06	\$3,528,600	\$2,628,600	\$150,000	4.4%
2006/07	\$3,478,600	\$2,578,600	-\$50,000	-1.4%
2007/08	\$3,478,600	\$2,578,600	\$0	0.0%
Net Change	\$750,000	-\$150,000		27.5%

These increases must be viewed in light of the increase in the cost of materials. The overall rate of inflation in the mix of books and periodicals the library purchased was about 6.6% during this period, but the rate of increase is felt differently across different schools because of the mix of materials each purchases. It would take a rate of increase of approximately 10.0% to maintain constant purchasing power for all schools. The increases in the library’s materials budget stayed ahead of the 10.0% rate in 2003/04 and 2004/05 but then fell behind.

- J. Increase opportunities for service learning.
See Civic Engagement section of this report, particularly III.B6.

IV. Provide effective professional and graduate programs and support for graduate students and post-doctoral fellows

- A. Facilitate the development of new graduate degree and post-baccalaureate certificate programs to meet local, national, and global needs.
- Between 2000 and 2006, 14 new master’s level degrees were approved by the Indiana Commission for Higher Education for IUPUI. The master’s degrees are:
2000- 4 (Music Technology, Nutrition and Dietetics, Physical Education, Sociology)

2001- 2 new degrees (Geographic Information Science, Master of Arts in Teaching Spanish)

2002- 2 (Applied Communication, Clinical Research)

2003- 1 (Philosophy)

2004- 2 (Museum Studies, Occupational Therapy)

2005- 2 (Music Therapy, Political Science)

2006- 1 (MFA in Visual Arts and Public Life)

During that same period one new PhD (Philanthropic Studies) was approved for the campus.

- One master’s degree (Public Relations) and two PhD degrees (Biostatistics; Clinical & Rehabilitative Science) were approved through campus processes and presented to the Board of Trustees in December 2007.

B. Increase the number of certificate-seeking and master's and doctoral students and post-doctoral fellows at IUPUI.

- The table below shows a 50 percent increase in master’s degrees conferred since 2002 and a doubling of doctoral degrees. Certificates awarded have also increased dramatically.

IUPUI: Degrees Conferred					
Master’s Degrees Conferred	2001-02	2002-03	2003-04	2004-05	2005-06
IU	912	967	1201	1337	1393
Purdue	98	120	124	136	168
Total	1010	1087	1325	1473	1561

Doctoral Degrees Conferred					
Doctoral Degrees Conferred	2001-02	2002-03	2003-04	2004-05	2005-06
IU	27	20	33	45	62
Purdue	2	4	2	1	1
Total	29	24	35	46	63

C. Increase scholarships and recruiting activities to attract highly qualified students.

- In the past, primary recruiting for Ph.D programs was done by faculty graduate directors in individual programs. This continues, but a robust central effort has been added. For example, in the School of Medicine new staff have been hired to do graduate recruiting, and they attend numerous national graduate fairs and visit regional and national colleges and universities to represent SOM programs. New program materials have been developed, and a new Web site has been constructed to facilitate online recruitment and applications. Using a new credential review mechanism, students may request informal reviews of their credentials without paying an application fee.

Finally, SOM faculty have formed a seminar speaker group to travel to regional colleges and universities to give science talks and recruit students.

- Each graduate program maintains an up-to-date Web site and a list of program sites resides on the Web site of the Graduate Division.
- The Graduate Division and individual programs also develop and offer undergraduate summer research programs that help with long-term recruitment efforts.

D. Expand mentorship opportunities for graduate students and post-doctoral fellows.

- This information is not tracked routinely.

E. Increase diversity in graduate and professional programs.

- The following activities are designed to recruit and retain students from under-represented groups:
 - The Ambassador program for minority recruitment. Current minority graduate students form an ambassador's program, which is supported by the IUPUI Center for Research and Learning. Graduate student ambassadors visit their undergraduate institutions to describe their graduate experiences and the IUPUI graduate programs. The four current student ambassadors are women from underrepresented groups.

School of Medicine Graduate Division Ambassador Program		
Student	Ph.D. Program/Department	Undergraduate Institution
Heather Benson	Biochemistry and Molecular Biology	Michigan State University
Maria Moreno	Pharmacology and Toxicology	Our Lady of the Lake (Texas)
Yahaira Naaldijk	Biochemistry and Molecular Biology	Universidad Metropolitana Puerto Rico
Joanna Walker	Microbiology and Immunology	Grambling State University

- Bridges to the Doctorate. This initiative, funded by the National Institutes of Health, is a formal partnership between Jackson State University, an historically Black institution, and IUPUI. Its purpose is to enhance the quality and quantity of underrepresented minority students who are being trained as scientists. During the summer, Bridges students attend IUPUI and are affiliated with a research laboratory/mentor from one of the SOM basic science departments. Each student performs research in a laboratory and has opportunities to present at national meetings and to publish. In addition, Bridges students attend workshops, classes, and serve as mentors for undergraduate minority students participating in the IUPUI summer research program for prospective medical students.
- IU – HBCU STEM Initiative. In partnership with nine historically Black institutions, IUPUI and IUB intend to increase the number of minority students in science, technology, engineering, and mathematics graduate programs by providing research opportunities and building multi-

institution STEM research collaborations. Students from the HBCUs attend IU campuses for research experience in the summer, receiving full board and a stipend. In addition, collaborative research interactions and exchanges at the faculty level build long-term relationships.

- T-35 Summer Research Opportunity Program. This in-depth summer research program is designed to encourage outstanding minority students to pursue graduate study and ultimately academic careers in biomedical research. Under the guidance of a faculty mentor, students conduct investigations in molecular biology, biochemistry, immunology, cell biology, neuropharmacology, and several other fields.
- Summer Research Opportunity Program. Supported by the IU Graduate School office at IUPUI, outstanding underrepresented undergraduates participate in a summer research program designed to encourage them to pursue graduate student and ultimately academic careers in biomedical research.
- Ronald E. McNair Post-baccalaureate Achievement Program. Five PhD graduate program fellowships provide competitive stipends, health insurance, and tuition scholarships for well-prepared McNair students who are motivated to pursue graduate study.
- Partnership with the SOM Office of Multicultural Affairs. This new SOM office will provide support for student recruitment and retention in collaboration with the Graduate Division
- Edwin T. Harper Scholar's Program. With funding from an NIH grant, this program is designed to support minority students by providing funding for two years of graduate study in the ten basic science departments in the School of Medicine. Four new students are selected each year and benefit from mentoring and an enhanced curriculum.

- F. Expand scholarship/fellowship support available to graduate students and post-doctoral fellows in order to promote full-time study.
 - Since the support for most students comes from multiple sources, this information is not tracked routinely.
- G. Expand distance-learning opportunities for obtaining graduate degrees.
 - This information is not tracked routinely.
- H. Involve graduate students and post-doctoral fellows in the full range of research activities--knowledge development, dissemination, and application.
 - This support is given within all graduate programs.
- I. Provide pre-doctoral and post-doctoral fellows with opportunities to strengthen their teaching skills.
 - The most visible evidence of this activity is the involvement of ever-increasing numbers of graduate students in the Preparing Future Faculty program.

- J. Link graduate students and post-doctoral fellows with community opportunities for research.
- We do not track this information routinely.
- K. Encourage interdisciplinary opportunities for graduate students and post-doctoral fellows.
- We do not track this information routinely.
- L. Build research support for graduate and post-doctoral projects.
- Individual advisors provide such support, and this could be tracked indirectly by looking at the level of research funding for the campus and for individual departments. Such information is not currently tracked, however..

Excellence in Research, Scholarship, and Creative Activity

I. Conduct world-class research, scholarship, and creative activity relevant to Indianapolis, the state, and beyond

- A. Build upon IUPUI’s world-class research activities as a principal mechanism for engaging with entities in Indianapolis and Central Indiana to improve health care; enhance industry, high technology, and life science research and development; and inform city and local governmental policy makers who seek to improve practices and research activities that enhance the quality of health and human services.
- The research enterprise at IUPUI is stronger than the research enterprise at any other university in the state of Indiana.

TOTAL AWARD DOLLARS IN FY 06-07
FOR THE MAJOR UNIVERSITIES IN INDIANA

IUPUI	\$294,491,215
Purdue West Lafayette	292,217,427
IUB	116,768,206
Notre Dame	83,201,393
Ball State	18,084,449
Indiana State University	14,944,784

The total of awards for all of the IU campuses combined in FY 06-07 was approximately \$433 million. For comparison: The total of awards for all of the Purdue campuses combined in FY 0-07 was \$301 million.

- In 2006, close to 94% of the external funding obtained by IUPUI investigators was for grants and contracts in the area of health and life sciences based on an analysis of grant titles.

AWARD DOLLARS IN THE HEALTH AND
NON HEALTH AREAS IN FY 06-07

	Award Dollars	% of Total
Health and Life Sciences	\$225,792,628	76.7%
Non-Health and Life Sciences	68,698,587	23.3%
Total	294,491,215	100.0%

- B. Develop multiple funding mechanisms to establish and maintain high quality research facilities, including private partnerships, endowments, indirect cost recovery, licensing income, and state and federal support.
- The Research Support Funds Grant program (RSFG) supports new investigators, seasoned investigators going in a new research direction or between grants and in need of “bridge” funding, equipment requests, and new

research collaborations. The Intercampus Applied Research Program (IARP), a matching program between IUPUI and Purdue University, supports collaborative research initiatives between faculty on the IUPUI and Purdue campuses. The Released Time for Research (RTR) program supports faculty and allows them to “buy out of” up to 6 units of teaching a year to provide release time to develop and submit grant applications for external funding. The International Development Fund (IDF) supports international research initiatives. A new internal funding program between IUPUI and IUB is in the process of being developed to support environmental research initiatives.

- C. Establish strong models for connections between undergraduate and graduate research programs.
- The Center for Research & Learning coordinates programs of undergraduate research in academic units across the campus. The number of faculty student research projects has increased steadily since 2002. IUPUI was recently listed by U.S. News and World Report as one of America’s Best Colleges 2008 with regard to undergraduate research programs. However, increased coordination of these excellent programs is needed in order to maximize the benefit of research opportunities for undergraduates on the IUPUI campus. Increased coordination will require that many IUPUI offices work together to achieve the goal of ensuring that undergraduate students are provided with the widest array of stimulating research opportunities possible. IUPUI undergraduate students are in a unique position to receive training in supportive environments under the direction of experienced mentors of national/international prominence in a variety of scientific disciplines.
- D. Capitalize on IUPUI’s central location and unique strengths to develop Indiana’s research corridor linking IUPUI, Purdue West Lafayette, and Indiana University Bloomington.
- The School of Medicine and Purdue University have an internal funding program called “Collaboration in Biomedical Research Pilot Grant Program (CBR)” that is in its fourth round of funding, one round per year. It is supported by matching funds from the School of Medicine and Purdue University and it is designed to foster collaboration between faculty at Purdue University and the School of Medicine and encourage faculty on both campuses to initiate biomedical research projects that have the potential to develop into larger, externally funded research programs. The awards are \$50,000/year for one year and 7 projects are funded per year. This program has been successful. A total of 21 CBR grants have been awarded in the first 3 rounds. CBR-supported investigators have submitted 9 proposals for external funding based on CBR support and 5 of these have been funded, or more than 50%. This success rate is twice as high as the average NIH success rate for all new and competing grants, which was only 21% in 2006.
 - The IU Simon Cancer Center and the Purdue Cancer Center have developed a number of initiatives to stimulate collaborations between the two centers. Twice yearly the centers sponsor pilot projects that include investigators from

both institutions. The two centers have co-recruited junior investigators who are appointed at one institution and work in laboratory space at the other institution. Twice a year the centers sponsor a joint retreat that focuses on specific topics in cancer research. These collaborations have already led to two major interdisciplinary multi-investigator projects that are externally funded:

1. Clinical Proteomics Technology Assessment Grant from the National Cancer Institute
 2. Cancer Care Engineering from DOD and Fairbanks
- The “Intercampus Applied Research Program (IARP)” is supported by matching funds from IUPUI and Purdue University and is designed to stimulate collaboration between faculty at IUPUI and Purdue University and to foster new applied, translational research projects that have the potential to develop into larger, externally funded research programs. The awards are \$50,000/year for one year and 5 projects will be funded per year.
 - An application is being prepared for submission to the Department of Defense (DOD) for a Traumatic Brain Injury Multidisciplinary Research Consortium Award. If funded, this would provide \$5 million per year for five years for a consortium to undertake a multidisciplinary research program aimed at prevention, detection, diagnosis and treatment of traumatic brain injury. The grant involves multiple investigators from the School of Medicine and from Purdue University as well as investigators from Dartmouth and Harvard. It involves collaborative work among both basic and clinical scientists from a variety of scientific disciplines including engineering, neurosurgery, radiological imaging, and physiology.

II. Provide support to increase scholarly activity and external funding

- A. Establish centers of excellence in multidisciplinary areas.
- IUPUI faculty in the School of Medicine currently are completing a proposal that will be submitted to the National Institutes of Health (NIH) for a Clinical Translational Science Institute (CTSI). Several universities will participate in, and contribute to, this Institute, but the largest contribution comes from faculty of the medical school, and secondarily, from faculty at Purdue University. If funded, the Institute will provide between \$35 - \$40 million over 5 years to create a transformative, novel, and integrative academic home for clinical and translational research that has the consolidated resources to:
 1. Nurture a cadre of well-trained multidisciplinary investigators and research teams,
 2. Create an incubator for innovative research tools and information technologies, and
 3. Synergize multidisciplinary clinical and translational research to catalyze the application of new knowledge and techniques to clinical practice at the front lines of patient care.

- B. Increase submissions of high-quality proposals to government agencies, foundations, and international agencies.
- The total of awards (grants/contracts) for IUPUI in FY 06-07 was approximately \$295 million, which is an increase of 12.8% compared to the year before.
- C. Increase submissions of proposals related to current local, state, and national research priorities such as science and math education, health, and information technology.
- The state and national priorities being addressed by IUPUI's research initiatives include cancer, diabetes, Alzheimer's, Parkinson's disease, heart disease, obesity, clean air, clean water, increased supply of clean energy, and global warming.

Excellence in Civic Engagement, Locally, Nationally, and Globally

I. Enhance capacity for civic engagement

- A. Demonstrate support for civic engagement in all aspects of institutional work.
1. Give sustained voice through publicity, speeches, publications, editorials, and other public representations to the academic importance of civic engagement as a means for fulfilling campus mission.
 - A strength of IUPUI's civic engagement continues to be the prevalence of references to it as a salient part of IUPUI's identity, mission, activities, and accomplishments.
 2. Commit resources to support civic engagement activities according to the mission of each campus unit.
 - Through Commitment to Excellence funds, IUPUI has increased commitments to centralized civic engagement activities, a significant proportion of which was directed at developing additional infrastructure in selected academic units. The designation of the Center for Service and Learning (CSL) as a Signature Center provides an additional commitment of resources to increase scholarship and research associated with service learning and civic engagement among faculty.
 3. Provide effective faculty and professional development activities (e.g., workshops, incentive grants, release time, sabbaticals, seminars) focused on civic engagement and public leadership skills.
 - IUPUI has provided multiple mechanisms for enhancing the professional development of faculty. The responsibility for faculty development related to civic engagement rests primarily with CSL, although CSL collaborates with other campus units (Center for Teaching and Learning, Office of International Affairs, Faculty Appointments and Advancement) to encourage and support faculty civic engagement. Workshops, Engaged Department grants, consultation, seminars and conferences, and research and scholarship have contributed to a strong faculty development program.
 4. Create structures to make knowledge accessible to communities.
 - IUPUI provides numerous mechanisms for making knowledge available to the general community and to specialized audiences. The fifteen centers that have civic engagement at the heart of their work, engaged and public scholars, and the TRIP initiative are examples of how IUPUI actively promotes access. In addition, the Community Learning Network provides access to knowledge.

5. Co-sponsor with the community public forums and discourse focused on civic engagement.
 - IUPUI has many noteworthy activities that provide opportunities for public discussion of community issues, including symposia (e.g., Bulen Symposium on American Politics, Taylor Symposium, Community Symposium on Literacy Issues), continuing education activities, public events (Spirit and Place), and engaged centers that offer specialized events.
6. Recruit faculty, staff, and students who advocate for the role of civic engagement in the mission and life of the campus.
 - IUPUI supports the civic engagement of faculty through its recruitment and hiring programs, retention, faculty development activities, promotion, and hiring policies, and specific faculty awards. An example of hiring practices that emphasize Civic Engagement is the new “Public Scholar” title created in 2005. Those faculty members designated as Public Scholars, a title used in addition to their primary titles, demonstrate excellence in Civic Engagement through the application of expertise in their fields to community initiatives through professional service, teaching and scholarship, research, and creative activity. Public Scholars have a documented record of making their academic work accessible and useful to members of the public and of assisting members of the public in making their needs, interests, and capacities understood within the academic community. The use of the title is currently being expanded so that the civic engagement of other faculty can be formally recognized.
7. Establish evolving institutional practices (e.g., planning, assessment, budgeting, evaluations) that strengthen civic engagement.
 - Civic engagement has been at the center of planning and assessment activities. Annually, deans of academic units report civic engagement activities and campus reports highlight civic engagement as a prominent area of institutional work. In addition, the performance indicators for civic engagement developed for the 2002 NCA re-accreditation have been updated annually.
8. Create an effective means for documenting and representing the civic contributions of faculty, students, and staff, including best practices (e.g., Web- based portfolios).
 - The electronic institutional portfolio for civic engagement provides a public representation of work and performance associated with civic engagement. In addition, the IUPUI website provides access to additional information on civic engagement, including profiles of exemplary faculty, staff, and students.

9. Develop evolving incentives and recognition (e.g., awards) for faculty and staff to pursue civic engagement as a meaningful and productive aspect of professional work.
 - IUPUI also recognizes faculty excellence in civic engagement through its awards programs. The campus annually honors an individual faculty member with the Chancellor’s “Faculty Award for Excellence in Civic Engagement.” Along with public recognition at the Chancellor’s Honors Convocation and a plaque, the faculty member receives a permanent base salary increase of \$3,000 (in addition to the normal merit increases awarded by the department or school). This award parallels two other annual awards made by the Chancellor for “Excellence in Research” and “Excellence in Teaching.” The Nan Bohan Staff Award for Community Engagement recognizes staff for outstanding community involvement.

10. Establish promotion and tenure guidelines and annual administrative reviews that assert the legitimacy of scholarship based on community engagement.
 - The section of the promotion and tenure guidelines on service specifies that professional service can be a basis for tenure and academic advancement, using language that parallels similar presentations on teaching and research. The guidelines make clear that professional service is not the same as university service; the standards for excellence in professional service go far beyond listing committee assignments. Rather, faculty who seek promotion and tenure on the basis of excellence in service must demonstrate “how their work exceeds normative levels of activity and is, in fact, excellent because it contributes to the knowledge base or demonstrates a level of proficiency that itself illuminates the practice for others” (Indiana University-Purdue University Indianapolis, 2005-2006, p. 23). Faculty seeking promotion and tenure must demonstrate excellence in at least one of the three areas and satisfactory performance in the other two. Between 20 and 35 percent of the faculty promoted each year present a record of demonstrated excellence in professional service. In addition, the promotion and tenure guidelines allow faculty to demonstrate civic engagement through teaching and research. For example, faculty seeking promotion or tenure on the basis of excellence in teaching are specifically encouraged to report their use of “technology, distributed education, problem-based learning, service learning [and/or] multicultural learning” (Indiana University-Purdue University Indianapolis, 2005-2006, p. 18). The guidelines for demonstrating excellence in research similarly emphasize the civic mission of the university, noting that “as the state’s only designated metropolitan university, IUPUI has specific opportunities and responsibilities to engage in research that draws on and supports its urban environment,” and to encourage research collaboration with “private industry,

governmental organizations, and non-profit agencies” (Indiana University-Purdue University Indianapolis, 2005-2006, p. 21).

- B. Expand opportunities for academic community-based learning (e.g., field experience, internship, service learning) and scholarship based on community engagement.
1. Teach community-based academic classes and conduct action research with students and the community that develop knowledge, cultivate civic skills, and strengthen social responsibility.
 - According to an IMIR Faculty Survey (N = 1001), 54% of faculty include materials or activities in their classes that promote civic engagement among students and 36% of the faculty reported teaching a class that included a significant component of community service (e.g., a service learning class).
 2. Collaborate with communities to produce socially engaged scholarship that extends the knowledge of the content area, discipline, or profession.
 - Thirty-nine percent of faculty responding to the survey indicated they had engaged in a research project with a community partner. In addition, the engaged centers and life science initiatives have a strong record of engaged scholarship.
 3. Engage in and support interdisciplinary work that addresses complex community issues.
 - The Life Science Initiative and IUPUI engaged centers support interdisciplinary civic engagement activities.
 4. Document outcomes of academic community-based learning opportunities and scholarship in peer-reviewed, professional forums and publications.
 - Over 100 IUPUI faculty, staff, and students have contributed to the publication of at least 60 books, book chapters, and journal articles related to service learning.
- C. Secure external funding for civic engagement.
1. Acquire external funds for collaborative, interdisciplinary projects with and in communities.
 - No mechanism currently exists for tracking grants and external awards that support civic engagement.
 2. Advocate to policy makers the establishment of civic engagement funding sources.
 - The Life Sciences Initiative has actively advocated for funding to support clinical research, translating theory into practice, and the development of funding for civically engaged work.

3. Demonstrate positive outcomes of community-based learning opportunities for all partners.
 - Numerous assessment projects have documented the positive outcomes of community-based learning, including employment from internships, retention of students related to service learning participation, community perceptions of outcomes, faculty views of service learning and civic engagement, institutionalization of service learning and civic engagement, and campus-community partnerships.
- D. Document the quality and impact of civic engagement activities.
1. Gather information on faculty work (e.g., awards, external grants, publications, research, teaching) as it relates to civic engagement.
 - CSL is continuing to promote research, scholarship, and external funding of faculty work through the Engaged Department Initiative, Boyer Scholars, Faculty Fellows program, Writing Circle on Service Learning and Civic Engagement, and Signature Center activities. The development of an electronic Faculty Annual Report, with a tag for civic engagement, will permit more comprehensive documentation of faculty civic engagement.
 2. Conduct research on learning outcomes for students engaged in academic community-based learning.
 - The addition of a full-time Assessment Specialist and the Signature Center initiative will enhance research on outcomes, particular on documenting the Civic-Minded Graduate. Faculty development activities (e.g., DEAL faculty, Boyer Scholars) will produce evidence about learning outcomes for service learning classes.
 3. Gather information on staff involvement in civic engagement activities.
 - Because the Civic Engagement Inventory has not be updated since 2002, there is currently no formal mechanism for documenting staff civic engagement, other than through the annual reports of academic units.
 4. Seek ongoing feedback from all community partners.
 - Two surveys of key community partners were conducted to obtain feedback on civic engagement and service learning activities. In addition, numerous campus forums and advisory groups provide feedback.

II. Enhance civic activities, partnerships, and patient and client services

A. Increase the number of campus-community partnerships.

1. Establish diverse civic engagement partnerships that vary in scale and formality.
 - IUPUI has a rich tradition of working with the central Indiana community and beyond in diverse ways. This includes service learning courses, co-curricular activities, formal committees, and patient services at a variety of clinics and community centers. The IUPUI Diversity Report provides additional evidence.
2. Establish civic engagement partnerships that have clearly defined goals and desired outcomes.
 - IUPUI has developed an ongoing partnership with the Westside Cooperative Organization (WECSO), based in the George Washington Community School Corporation. Key activities are focused on community development, resident health, and financial education. The institutional portfolio on civic engagement contains examples of partnerships with many academic units on campus.
3. Establish cross-disciplinary partnerships that encompass faculty, staff, and students.
 - Ongoing efforts at community centers, such as the Hawthorne Community Center, involve faculty, staff, and students from a variety of departments and schools across campus. The Life Science Initiative and IUPUI engaged centers support interdisciplinary civic engagement activities.
4. Establish co-curricular opportunities on and off campus for students to contribute to the civic welfare and common good of communities.
 - CSL, through the Office of Community Service, coordinates many co-curricular activities such as United Way Day of Caring, Dr. Martin Luther King Day of Service, Jaguars in the Streets, Jam the Bus Food Drive, Holiday Assistance Program, Into the Parks, and Alternative Spring Breaks. In 2006-07 CSL coordinated 17 campus-wide days of service, involving 1,320 students, faculty, staff, and guests. These participants contributed 7,353 hours of service to the Indianapolis community. In addition, other campus offices and many student clubs and athletic teams are involved in providing service to the city.

B. Strengthen the nature and quality of campus-community partnerships.

1. Involve communities in developing, implementing, managing, and evaluating civic engagement activities that are mutually beneficial.

- Community partners are regularly invited to provide input into advisory groups on projects, to academic units, and to executive leadership on campus.
2. Involve communities in evaluating civic engagement activities during campus program reviews and accreditation.
 - Key community members serve on program review and accreditation committees. Community members also serve on search and screen committees for key faculty and administration positions.
 3. Collaborate with communities to establish mutually beneficial community partnerships that are innovative, equitable, and responsive to communities.
 - IUPUI collaborates with agencies such as the Westside Cooperative Organization (WESCO) to address local community issues in a way that is beneficial to both the university and to local residents. Community partners are regularly invited to provide input to advisory groups on projects, to academic units, and to executive leadership on campus.
- C. Increase community access to campus resources.
1. Host educational, cultural, and recreational events (e.g., science fairs, Model United Nations, Race for the Cure) on campus.
 - IUPUI regularly hosts a wide variety of events that are open to community members. These range from hosting the Komen Race for the Cure, to the Future Farmers of America conference, to national tennis and swimming events, to the Spirit and Place Festival.
 2. Provide Web sites and data bases of campus resources and expertise to increase community use of campus resources.
 - The IUPUI home page links to many campus resources. The Solution Center has been created on campus to help community nonprofit organizations, corporations, funders, and others link to campus resources.
 3. Create a Visitor's Center and increase campus tours to inform others about campus resources and educational programs.
 - The Office of Campus Visits coordinates the online and walking tours of campus for prospective students, parents, and interested community members (<http://visit.iupui.edu/>).
 4. Provide educational programs to increase awareness of campus resources.
 - In addition to many resources and links on the IUPUI website, the campus offers a number of for-credit, non-credit, and continuing education courses at off-campus sites such as libraries and shopping

centers. These programs increase public access to and awareness of campus resources.

III. *Intensify commitment and accountability to Indianapolis, Central Indiana, and the state*

A. Establish widespread community participation in the development and implementation of IUPUI's civic engagement in Indianapolis and Central Indiana.

1. Promote IUPUI's civic engagement to civic leaders and residents through publicity, forums, and speeches.
 - IUPUI regularly hosts a number of events such as workshops and receptions at the Statehouse, public forums, and the Civic Engagement Showcase.
2. Obtain commitment of resources for civic engagement.
 - IUPUI demonstrates its level of civic engagement by devoting significant amounts of funding to public services activities. In the School of Medicine a significant portion of public service is related to clinical trials. IUPUI has integrated civic engagement into its mission statement and strategic plan, has established the Council on Civic Engagement to advise on campus initiatives, and has funded the Center for Service and Learning (CSL). CSL has a staff of 10, all of whom are supported with internal funds.

In terms of external funds, IUPUI has participated in national and state Campus Compact organizations, and has received a number of grants and fellowships to support civic engagement capacity and activities for the campus.

3. Establish community participation in a Civic Advisory Council focused on IUPUI's civic engagement in Indianapolis and Central Indiana.
 - This strategy has yet to be implemented.

B. Establish widespread campus participation in the development and implementation of civic engagement in Indianapolis and Central Indiana.

1. Promote civic engagement through publicity, forums, and symposia to faculty, staff, and students.
 - The Center for Service and Learning (CSL) provides a variety of faculty and staff development opportunities, scholarships for students, and co-curricular activities for all members of the IUPUI community.
2. Conduct faculty and staff development workshops focused on the local agenda.

- Traditionally CSL has provided faculty development opportunities related to service learning, and the Office of Professional Development has supported campus efforts in regard to diversity issues. The new Consortium for Learning and Scholarship at IUPUI will have as part of its mission supporting the Urban Learning Advantage of IUPUI. This will include activities, such as faculty development, which focus on diversity issues, local needs, and community-based research.
- 3. Provide technical assistance.
 - A number of units on campus, such as the Law School, Center on Philanthropy, Center for Service and Learning, School of Education provide technical assistance to meet a variety of needs throughout Indianapolis and the surrounding area.
- 4. Establish faculty, staff, and student participation in a Civic Advisory Council focused on IUPUI's civic engagement in Indianapolis and Central Indiana.
 - This strategy has yet to be implemented.
- 5. Engage student leadership and organizations.
 - Many student organizations are involved with the Office of Community Service, providing assistance and connections to community agencies. Student leadership opportunities are available through many of the student clubs and organizations, athletics, residence halls, and student government on campus.
- 6. Link to community-based learning classes.
 - The number of service-learning courses at IUPUI has nearly tripled in the past 5 years, growing from 42 courses offered in 2002-03 to 119 courses offered in 2006-07. In addition, many courses offered by the professional schools (medicine, law, nursing, dentistry) are based in the community. IUPUI also offers a number of for-credit, non-credit, and continuing education courses at off-campus sites such as libraries and shopping centers.
- 7. Promote civic engagement through community advisory boards in schools and units.
 - Community partners are regularly invited to provide input into advisory groups on projects, to academic units, and to executive leadership on campus.
- C. Conduct regular forums on the campus-community agenda for Indianapolis and Central Indiana.

In general this objective has not been explicitly addressed and needs to be re-evaluated.

1. Involve IUPUI campus (e.g., centers, faculty, staff, and students) and community (e.g., residents, businesses, elected policy makers, nonprofit agencies) in planning, implementation, and evaluation.
 - This strategy has yet to be implemented.
2. Develop the capacity to attend to long-term community issues and acute, unexpected issues.
 - Because of the many partnerships that IUPUI has fostered over the years with community agencies, the campus has developed the capacity to respond to long-term community issues. IUPUI has collaborated and has ongoing relationships with many nonprofit organizations, businesses, and government agencies in Indianapolis and Indiana. However, there is no current campus mechanism for focusing on this capacity.
3. Provide regular reports, recognition, and publicity on outcomes for Indianapolis and Central Indiana.
 - IUPUI publishes announcements and reports on campus activities and initiatives on its website, in newsletters, and in local media through press releases. IUPUI provides feedback to the community by campus-level reports on the webpage.
4. Create ongoing opportunities for feedback from the community on IUPUI's progress in civic engagement.
 - This issue has not been addressed and should be re-evaluated.
5. Develop an IUPUI/Indianapolis and Central Indiana agenda for
 - a. P/K-12 education and life-long learning
 - b. Career and professional competence
 - c. Business and economic development
 - d. Arts, humanities, and culture
 - e. Urban and environmental partnerships
 - f. Health, social sciences, and human services
 - g. Information technologies
 - h. Science and technology

This issue has not been addressed and should be re-evaluated, particularly in light of the development of campus, state and local initiatives related to economic development of Indianapolis centered around health and technology.