

Indiana University-Purdue University Indianapolis

**Excellence Through Collaboration and  
Innovation**

Draft Self-Study for Reaffirmation of Accreditation

Prepared for  
The Higher Learning Commission  
A Commission of the North Central Association  
of Colleges and Schools

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# **IUPUI: Excellence Through Collaboration and Innovation**

## **Introduction**

Indiana University-Purdue University Indianapolis (IUPUI), a partnership between Indiana University and Purdue University, is Indiana's urban research and academic health sciences campus. IUPUI's mission is to advance the state of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement. By offering a distinctive range of bachelor's, master's, professional, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity. (IUPUI Mission Statement, approved by IU Board of Trustees in November 2005)

This self-study report highlights two values central to IUPUI's identity and essential to carrying out our distinctive mission—collaboration and innovation. Both are inherent in the name we were given in 1969, Indiana University-Purdue University Indianapolis. Our name represents a unique collaboration among three partners: Indiana University, Purdue University, and Indianapolis, abbreviated as IUPUI. Together, as this report will show, these partners have created innovative interdisciplinary and university-community collaborations with broad impact.

The following chapters describe progress made over the past ten years and look ahead to the opportunities and challenges of the future. They highlight the roles of our students, our faculty, and our community in collaboration and innovation, as well as the impact of collaboration and innovation on these stakeholders. They also reveal other facets of IUPUI's institutional culture, character, and aspirations. For example, as our mission statement suggests, IUPUI has a strong tradition of translating research to practice in every sphere of its activity: teaching and learning; research, scholarship, and creative activity; and civic engagement. Also consistent with the mission, we remain committed, as we were in 2002, to bettering lives by raising educational attainment, translating research into practice, and engaging with communities both near and far. In all of these areas, we continue to value and demonstrate transparency and accountability.

The past decade has witnessed many changes. Some of these are visible in the physical metamorphosis of the campus, hardly recognizable today to visitors who knew it in the late 1990s or early 2000s. Other transformations are less apparent, but equally profound: changes in student and faculty demographics, new academic programs and organizational structures, goals and objectives established and achieved, and altered external contexts that both support and challenge IUPUI as we plan for the future. The self-study process has engaged the campus community in taking stock of these changes and their impact, enabling reflection and discussion of achievements, needed improvements, and future priorities. Throughout the process, those charged with leading the self-study have emphasized openness, transparency, and broad participation. The outcomes of these efforts are detailed in this report.

## Early History of IUPUI

Ralph Gray, author of *IUPUI—The Making of an Urban University* (2003), traces IUPUI's earliest inception to 1891, when Indiana University's new Extension Division first offered several courses in economics and history in downtown Indianapolis. From these modest beginnings, IU gradually expanded its presence in the state's capital city, adding courses in the liberal arts and sciences, opening the doors of a new medical school in 1905, and soon after that developing a training program for nurses under the medical school's auspices. In 1911, a Department of Social Service, which would eventually evolve into the School of Social Work, was founded. Affiliations with already existing local proprietary colleges of dentistry, physical education, and law followed, beginning in the 1920s and extending through the 1930s and early 1940s.

Purdue University's permanent presence in Indianapolis dates from 1940, when it began to offer a series of technical courses to industrial employees in the city as part of a federally funded effort to prepare for anticipated involvement in World War II. In 1943, these courses were absorbed into the university's new Division of Technical Studies, with centers in Indianapolis, Fort Wayne, and Hammond. Purdue soon added a range of undergraduate courses to its Indianapolis programs.

By the end of World War II, "public education in Indianapolis...consisted of undergraduate, graduate, and professional programs offered by Indiana University as well as a growing number of Purdue programs and courses" (Gray, p. 36). The GI Bill brought rapid expansion of these programs, provided by IU at several locations downtown and by Purdue at its 38<sup>th</sup> Street Purdue Center. Through the 1950s and '60s, both institutions continued to develop their physical facilities and residential faculties, adding new undergraduate courses and programs, some of which culminated in two- or four-year degrees. Indianapolis high school graduates who could not have considered a traditional residential undergraduate education now had the opportunity to pursue an associate or bachelor's degree in a wide range of disciplines, perhaps while working and raising a family.

Over the course of the 1960s, IU continued to acquire land around its downtown Medical Center; the Herron School of Art joined IU; and the two universities, the state legislature, and city leaders discussed possibilities for a joint IU-Purdue regional campus. Various master plans for such a campus were proposed. These efforts were—and remain today—controversial; IUPUI occupies land that was once home to a large African American community. In addition, some leaders contended that the capital city needed its own independent state university, free of control from Bloomington or West Lafayette. Meanwhile, influential Indianapolis employers like Lilly, RCA, Allison, Union Carbide, and Dow Chemical pressed for a major university presence in the city, asserting that such an institution was "essential to keep the unemployment rate low...and the potential for economic development high" (Gray, p. 86). When Richard Lugar was elected mayor in 1967, he quickly became a vocal supporter of the drive for a new university downtown, arguing that "a great city must have at its heart a great university," and that Indianapolis needed a university to foster "technology and scientific growth and research," and "to deal with complex urban development problems" (Gray, pp. 85-86).



In September 1968, ground was broken for a new IU-Indianapolis campus situated just south of the medical school and the new IU Hospital. Soon after, the presidents of IU and Purdue proposed an unprecedented experiment: a formal partnership in Indianapolis that would merge the operations of Indiana's two major public institutions into a new university with its own chancellor, to be located at IU's new downtown campus. The proposal, which went well beyond earlier discussions of shared facilities, granted IU primary management responsibility in the new venture. In January 1969, the two universities' Boards of Trustees approved the proposal, as well as a phased plan for achieving unification of IU and Purdue operations.

According to IUPUI's 1972 self-study for initial accreditation by the North Central Association of Colleges and Schools, the two boards subsequently approved a more detailed agreement that "assigned responsibility to each university for academic missions in disciplines and professions where each [had] special strengths" and envisioned development of a "comprehensive urban campus" (p. 2). The new institution, called Indiana University-Purdue University at Indianapolis, was to commence operations in September 1969. Shortly after the boards approved the merger, Maynard Hine, Chancellor of the new IU-Indianapolis campus, was named Chancellor of IUPUI.

The 1972 self-study included an "Interim Statement of Purpose" that contained many of the themes we see in today's IUPUI mission documents. The statement defined IUPUI as "an urban institution dedicated to responsible involvement in higher education through a wide range of study programs at the undergraduate, professional, and graduate level," and pledged the campus to "serving the citizens of this State and Nation with excellence in teaching, diversity in research, and full *application of knowledge* towards the solving of community problems" (p. 3, italics added). Among the ten major goals listed in the statement were commitments "to encourage the development of innovative effective teaching methods and tools, both through technology and behavioral research," "to provide the urban community with resources for self-examination, [and] research into new approaches to urban problem solving," and "to improve the cultural environment both on the campus and in the surrounding community" (p. 3). A discussion of the history of IUPUI's mission can be found in Chapter 1.

The young institution grew quickly, focusing in its first decades on building its academic programs and a physical plant to enable consolidation of its multiple sites at a single geographic location. By the end of 1972, the university had created Schools of Liberal Arts, Education, and Business and reorganized the Purdue programs into a School of Science and a School of Engineering and Technology. A pioneering Weekend College, initiated in 1973, underlined the institution's commitment to serving the needs of urban, working students. In 1970, an extension campus 60 miles south, now called Indiana University-Purdue University Columbus (IUPUC), was established to serve the higher education needs of south central Indiana. Administratively, IUPUC is headed by a vice chancellor/dean and considered a school within IUPUI.

New construction efforts were accelerated by an influx of funds from the Lilly Endowment, which devoted substantial resources in the 1970s to supporting the revitalization of downtown Indianapolis. The city's determination "to make its mark in the world as a center for a variety of amateur sports" (Gray, p. 141) provided additional impetus for the campus's physical expansion. Attracting major sports events and governing boards meant building new sports venues, and the IUPUI campus, which needed such facilities for students, offered a convenient and obvious

location. Renovation and construction boomed on both sides of Michigan Street, creating space for teaching, research, hospital beds, and outpatient clinics, as well as University Place, IUPUI's hotel and conference venue.

Enrollments kept pace with the development of academic programs and buildings to accommodate them, increasing by 3,000 students to more than 16,000 in 1972-73, when IUPUI was first accredited by the North Central Association, and to 28,000 by the time the campus hosted its third accreditation visit in 1992. IUPUI had quickly become Indiana's third largest campus, confirming the city's need for a university of its own.

The 1990s saw continued development of the IUPUI campus and its academic programs, along with initiatives that played crucial roles in shaping today's IUPUI. In 1991, the Community Learning Network, now part of the Division of Continuing Studies, was begun with funding from the Annenberg Foundation and charged with delivering training and education to learners at the times and places most convenient to them. A technologically state-of-the-art University Library was dedicated in 1994, and, in 1995, the library partnered with University Information Technology Services and the Office of Academic Affairs to establish a Center for Teaching and Learning. That year marked a milestone in the campus's physical consolidation, as the School of Science faculty finally moved downtown from Purdue's old 38<sup>th</sup> Street location. University College was inaugurated in 1998, in the former library building, to provide an academic home for new IUPUI students and for the university's growing first-year experience programs. An Office of Student Life was created in 1999, and in 2000, a new Center for Service and Learning brought together the Offices of Service Learning, Community Service, and Neighborhood Resources.

By the late 1990s and early 2000s, IUPUI had begun to build a national reputation for leading-edge work in teaching, learning, and assessment, spurred by its innovations in areas like the first-year experience and service learning, early experimentation with learning management systems and other forms of technology-assisted learning, development of effective new approaches like Just-in-Time Teaching and the Gateway to Graduation Program, and use of online performance indicators to demonstrate institutional and educational effectiveness. Campus leaders had articulated a compelling vision of the role of urban public universities in improving educational attainment and quality of life in the predominantly urban society and economy of the 21<sup>st</sup> century. To advance this vision, the university partnered with other large urban public universities in forward-looking national initiatives and played leadership roles in the Urban 13 consortium and the Commission on the Urban Agenda of the National Association of State Universities and Land Grant Colleges (now the Association of Public and Land Grant Universities).

An understanding of the beginnings described above is crucial to grasping IUPUI's character as an institution today. Our roots in professional education help to explain the predominance of the professional schools at IUPUI and inform the strong orientation to practice and "application of knowledge" that characterizes the university's approaches to teaching and learning, research, and engagement. Our historical role in providing educational opportunity to residents of Indianapolis has continued as an enduring commitment to improving educational attainment and quality of life and to demonstrating accountability to our community. This ongoing commitment is

manifest today in the IUPUI Chancellor's annual Report to the Community, the Chancellor's annual State of Diversity address and report, the publicly available dashboard outlining ten-year trend data on key performance indicators, and the university's online annual *Performance Report*, which includes indicators of performance in teaching and learning; research, scholarship, and creative activity; civic engagement; and diversity.

IUPUI's origins as a confederation of geographically scattered professional schools differentiate it from traditional institutions that begin with a core of arts and sciences disciplines and later add professional programs. Our schools have their own histories and, in many cases, longstanding cultures. Today's IUPUI remains highly decentralized, even in comparison with larger research institutions. IU's model of Responsibility Center Management reinforces this decentralization, as do the IUPUI schools' varying management arrangements and relationships with IU and Purdue (described in Chapter 1); these relationships often determine how and where important decisions are made. Our management practices allow for this history and decentralization by accommodating variations among schools in organizational structures and decision-making approaches.

Functioning as a unified institution with this history and in this environment can be challenging. Collaboration across units must be deliberately planned, implemented, and rewarded. The theme of this self-study report was chosen, in part, as an opportunity to demonstrate how IUPUI has overcome this challenge and fostered innovative collaborations across academic units in the areas of planning, teaching and learning, research and creative activity, and civic engagement.

### **Recent History and Current Status of IUPUI**

IUPUI's 2002 self-study report portrayed an institution in transition. The development of a new statewide community college system was calling into question our existing approaches to balancing access and excellence. The campus was in the midst of a first-ever comprehensive fund-raising campaign that would net over \$1 billion and supply resources for new teaching and research programs, student scholarship programs, and faculty positions. External funding had reached a record high of more than \$200 million during the 2001-2002 fiscal year, as research at IUPUI gained increasing prominence, especially in the health and life sciences. The new Office of Student Life was leading efforts to enrich the co-curriculum and engage the university's commuter students more deeply in the life of the campus. With planning in the works for new student housing and a multi-use Campus Center, IUPUI was on the brink of realizing a set of long-held aspirations.

The 2002 document devoted considerable attention to the challenges IUPUI faced as a commuter institution serving primarily working, first-generation, financial aid-eligible students in a state ranked at or near the bottom nationally in educational attainment. While the report noted recent improvements in entering freshman qualifications, it emphasized that approximately half of beginning students were still considered under-prepared for college-level work. Many of the innovative approaches to teaching and learning discussed in that self-study and in this report originated as strategies for addressing the challenges of engaging, retaining, and graduating this student population.

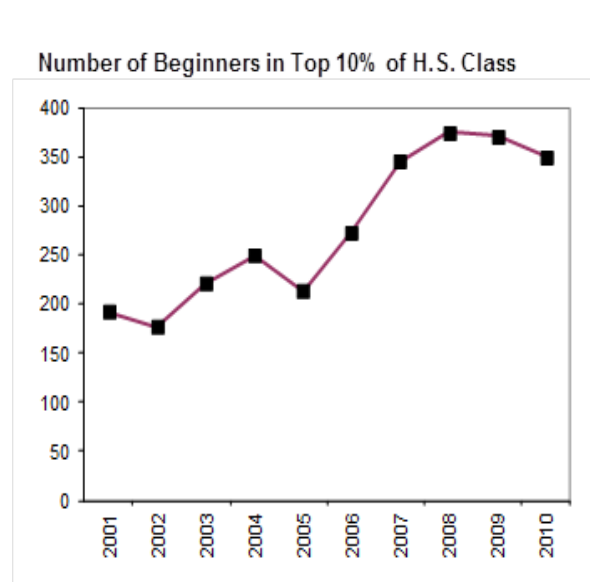
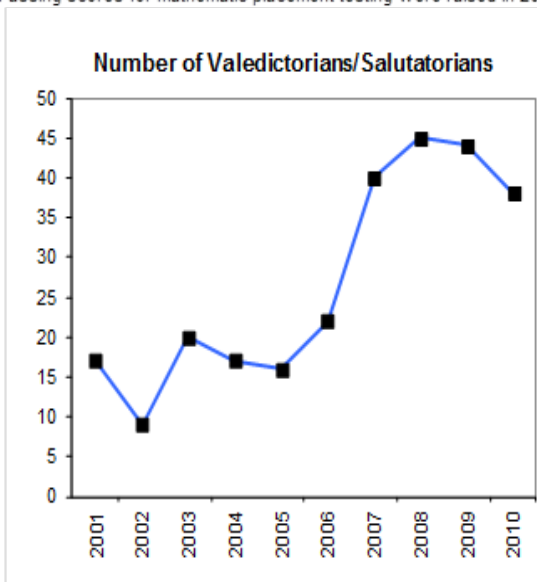
Today's IUPUI student profile looks considerably different. Since Fall 2001, the average number of college preparatory units completed by entering freshmen has risen from 16.5 to 27.1. (Statistics include both the Indianapolis and Columbus campuses of IUPUI.) More undergraduates are in the traditional 18-22 years age demographic and more are attending college full-time. The percentage of new students from the top ten percent of their high school graduating class has doubled, and the percentage from the top quartile has increased by almost two-thirds, while the percentage from the bottom quartile has fallen from nine to one. In Fall 2010, 38 new freshmen had been named valedictorian or salutatorian of their high school graduating class, as opposed to 17 such students in 2001. The table and graphs below provide details on some of these changes.

## Academic Background of New Undergraduates

	Fall Semesters									
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>New Freshmen</b>										
<b>Average SAT Score</b>										
University College Conditional Admits	900	917	903	905	905	877	885	892	881	884
University College Regular Admits	1001	1006	1002	1002	992	994	988	998	967	967
Direct School/Dual Admits	1099	1087	1093	1094	1113	1102	1089	1092	1089	1076
Overall Average	970	986	988	993	997	994	990	1005	1001	1003
<b>H.S. Class Rank</b>										
Pct. from Top Quartile	27	28	32	31	33	35	40	46	45	44
Pct. from Bottom Quartile	9	7	6	7	5	5	3	1	1	1
Average Percentile Rank	58	59	61	60	61	63	67	70	71	70
<b>Avg. Number of College Prep Units</b>	16.5	16.8	17.0	17.3	17.6	18.6	18.3	19.1	23.7	27.1
<b>Number of New Valedictorians and Salutatorians<sup>1</sup></b>	17	9	20	17	16	22	40	45	44	38
<b>First-Time Freshmen Ranked in the Top 10 pct. of Their High School Graduating Classes</b>	192	177	221	249	213	273	345	375	371	350
<b>Top 10 pct. as Percent of all First-Time Freshmen</b>	6%	6%	8%	9%	8%	10%	12%	12%	12%	12%
<b>Pct. Requiring Remediation<sup>2</sup></b>										
Mathematics	59	40	31	28	31	25	24	21	47	47

<sup>1</sup>First-time freshmen ranked first or second in their classes.

<sup>2</sup>Passing scores for mathematic placement testing were raised in 2009.



These changes are in part a result of developments in IUPUI's external context that reshaped our role in Indiana public higher education. In 2002, Indiana had just begun a community college initiative. Today, that statewide system, Ivy Tech Community College of Indiana, has matured and serves almost 200,000 students at some 30 campuses across the state. Ivy Tech, in accord with its open access mission, now absorbs many of the less prepared, non-traditional aged students who previously would have begun at one of the state's public four-year campuses. As a result, IUPUI, along with Indiana's regional institutions, has adopted more stringent admission

standards and focused efforts on recruiting and retaining more high-achieving high school graduates. These efforts, which include the development of a new IUPUI Honors College, have begun to yield some success; while retention and graduation are ongoing challenges, numbers have steadily improved since the late 1990s. Moreover, recruitment initiatives, enrollment of better prepared students, and improved retention have resulted in continued growth in student numbers over the past decade, despite the fact that the community college is now serving a portion of our traditional demographic. At the same time, our student body today is more diverse than ever before.

These accomplishments have also been driven by two successfully executed strategic plans. The Doubling Initiative, launched by Chancellor Charles Bantz in 2003 when he arrived at IUPUI, set ambitious goals for improving retention and graduation rates, increasing sponsored research, and expanding civic engagement and service learning opportunities. These efforts received a substantial boost from the Academic Plan initiated by Executive Vice Chancellor and Dean of the Faculties Uday Sukhatme in 2006-2007, when more than 40 faculty/staff task forces designed a set of strategies aimed at accelerating progress toward the Doubling Initiative goals. The Doubling Initiative and Academic Plan are discussed at greater length in Chapter 2, and the various efforts emerging from the two plans figure prominently throughout this report.

With more full-time students spending more time on campus, an infrastructure to support them and strengthen their sense of belonging to an academic community has become more important than ever. Since 2002, several crucial pieces of this infrastructure have been put into place: a Campus Center that brings most student services into a single location and includes places to dine, study, and socialize; and student residences that house 1,100 undergraduate and graduate students and offer programming for those students who choose a residential living/learning community. Research shows that residential students tend to engage more fully in the campus and to be more successful academically than commuters, and IUPUI's experience has borne out these findings. Recently announced plans to convert University Place Hotel and Conference Center into classroom space, a dining facility, and housing for another 560 students will help the campus to continue building a corps of residential students, further strengthening campus community and supporting continued improvement of retention and graduation rates .

Development of new student life facilities has been accompanied by equally substantial additions to IUPUI's infrastructure for in- and outpatient care, research, and teaching. The Michigan Street corridor has been transformed, with a large addition to University Hospital, the Melvin and Bren Simon Cancer Center, the Indiana Cancer Pavilion, and the Eugene and Marilyn Glick Eye Institute, along with the Campus Center and the Information and Communications Technology Complex, housing the School of Informatics and the IUPUI offices of IU's University Information Technology Services. New York Street also looks dramatically different, with the addition of a new School of Law building and Eskenazi Hall. The latter serves as home to the Herron School of Art and Design, which moved from its old home on 16<sup>th</sup> Street in 2005, at last completing the consolidation of all IUPUI academic programs on the downtown campus. (Facilities for teaching and learning are discussed in detail in Chapter 3.) Other major additions to IUPUI's infrastructure include the Health Information and Translational Sciences building, the Research II and Research III buildings, Walther Hall, also a research building, and Fairbanks Hall, which was developed in partnership with IU Health and includes a state-of-the-art

simulation center to support clinical training for students in medicine, nursing, and other health science fields.

The IUPUC Center has also undergone an extraordinary transformation, most notably as a result of the development of the Columbus Learning Center, a 125,000 square foot facility owned by the Columbus Board of Aviation Commissioners that is shared with Ivy Tech Columbus, the Purdue School of Technology-Columbus, and the regional offices of the Indiana Department of Workforce Development. Now the focal point of IUPUC, the center includes state-of-the-art classrooms, learning laboratories, the University Library of Columbus, IUPUC's College and Career Exploration Center, and a Center for Teaching and Learning that supports P-20 faculty, staff, and educators throughout the region. The shared facility supports increased collaboration among P-12 and postsecondary education instructors and institutions in south central Indiana and eases access to postsecondary education and training for area residents.

Architectural changes and additions to IUPUI and IUPUC over the past decade have supported development of a plethora of new bachelor's and graduate-level programs, often in interdisciplinary fields where Indiana employers need expertise. Befitting our mission, many of the new programs offer degrees in such life and health science areas as Biomedical Engineering, Biotechnology, and Biocomputing. Others prepare students for professions in health-related fields like health tourism and public health. Several culminate in dual degrees, such as an innovative J.D./M.A. in Philosophy with a concentration on health law and bioethics. Among non-health-related programs that address the work force needs of local industries and markets are the B.S. in Supply Chain Management in the Kelley School of Business and the B.S. in Motorsports Engineering offered by the School of Engineering and Technology—the first four-year degree in that field at any U.S. university, augmented in Fall 2012 by a master's-level program with a concentration in Motorsports Engineering. At the same time, associate degree conferrals have fallen by almost two-thirds, with the campus retaining only a few associate degree programs that are linked to our programs (e.g., dental hygiene) or that Ivy Tech is not well positioned to offer.

In addition to developing new academic programs, IUPUI has responded to state and national shortages of health care professionals by expanding the Schools of Medicine, Nursing, and Dentistry, and adding new doctoral programs in Health and Rehabilitation Sciences. Also in the works is a new School of Public Health that will build on the currently existing Department of Public Health in the School of Medicine and the campus's other strong programs in the health professions. The School of Public Health will focus on urban health, health policy, biostatistics, and epidemiology and address challenges like obesity, cardiovascular disease, and diabetes, conditions that occur at high rates in Indiana.

### **Current Challenges**

Today's environment is difficult for all higher education institutions. Like other public universities, IUPUI faces fiscal challenges resulting, in large part, from a decline in the share of operating expenses paid by the state. Ten years ago, the state provided 50 percent of our operating budget; today, it provides 35 percent. In response, we have adopted a series of cost-cutting and efficiency measures, including, among many others, decreased travel budgets,

delayed and/or reduced salary increases, energy-saving projects, outsourcing of some services, expanded daytime class hours, and wise use of information technology to streamline and automate time-intensive processes. At the same time, we have garnered new revenues from growth in enrollments of out-of-state and international students, from increased sponsored research, and from capital campaigns. Our current campaign, the IUPUI IMPACT Campaign, has thus far raised more than \$1.1 billion toward a goal of \$1.25 billion. We are heartened by these achievements. Nonetheless, maintaining an adequate resource base will be a continuing challenge.

Other issues are specific to Indiana's higher education context and IUPUI's complex relationships with Indiana and Purdue Universities. These include several new mandates from the Indiana General Assembly and the Commission on Higher Education (ICHE), Indiana's coordinating commission for state-supported higher education institutions:

- The legislature recently approved a requirement that Indiana public colleges and universities adopt a 30-credit general education core curriculum that would transfer across institutions. IUPUI supports the goal of facilitating transfer and expediting students' time to degree and has developed a proposal for such a core. But aspects of the legislation, including a rapid implementation timetable, pose logistical problems. Academic units have had very little time to consider how a course-based general education program might align with IUPUI's Principles of Undergraduate Learning (PULs), which constitute a competency-based model for general education, and have been in place for some 14 years. (IUPUI general education is discussed in detail in Chapter 4.) Reinforcing the urgency, the ICHE is withholding new degree approvals pending adoption of a new articulation agreement with Ivy Tech and implementation of the transferable core.
- The 2012 General Assembly also passed legislation capping baccalaureate degree requirements at 120 credit hours. While exemptions will be granted on application to the Commission for Higher Education for programs whose national accreditors mandate higher credit-hour requirements, we are concerned that the cap may set a precedent for legislating curriculum.

Finally, IUPUI is working with IU and Purdue to accommodate our role within those universities with our evolution and aspirations as an institution:

- In response to the difficult fiscal environment confronting Indiana's public campuses, IU has adopted a shared services model for functions that were previously carried out by individual campuses as appropriate to their missions and particular stakeholders. Notable among these functions are some research and sponsored program services, communications and marketing, and student recruitment. Early experiences with these consolidated services have been uneven, and some faculty and staff remain doubtful that the new model will adequately serve the needs of the campus or result in significant savings.
- In accordance with our health and life sciences mission, IUPUI has undertaken an array of initiatives aimed at increasing student achievement in STEM disciplines and enlarging the pool of STEM professionals and researchers to meet the needs of the health and life



sciences industry in central Indiana. To that end, we have created a number of Ph.D. programs in the School of Science, a Purdue school. Over the past twenty years, these programs have achieved a record of success in recruiting and graduating able students and placing them in positions within their professions. These IUPUI-based programs are currently in transition, because only one of these Purdue degrees is site-approved for Indianapolis; all need to be designated in that way if they are to continue as Purdue degrees. Purdue University does not currently support Purdue Ph.D. degree offerings beyond the West Lafayette campus. We will continue discussing this issue with the new administration at Purdue. Meanwhile, School of Science Ph.D. degrees in Biology and in Chemistry have been re-designated as IU degrees and are currently in the IU approval process. IUPUI remains committed to providing a full range of doctoral degrees in these key STEM areas.

## **Summary**

As IUPUI reached its 40<sup>th</sup> anniversary in 2009, the institution had much to celebrate. We have continued to build on this record of achievement over the past three years. While no list—or even an entire self-study—can do justice to all of the work and accomplishments accumulated over ten years, we take particular pride in several achievements that represent collaborative, long-term efforts of the entire IUPUI campus, in concert with our city, region, and state:

- Enrollment, retention and graduation, and diversity have all improved substantially since 2002.
- Our academic units are finally consolidated on our main campus in downtown Indianapolis.
- Our infrastructure for teaching, learning, and student life has steadily improved.
- Research expenditures have nearly doubled in the past ten years as a result of concerted efforts across all IUPUI schools and departments, while research infrastructure, particularly for collaborative, interdisciplinary research, has expanded significantly.
- As home to the second largest medical school and largest nursing school in the U.S., and to the state's only dental school, we are one of the nation's largest producers of health and life science degrees and we are the state's only health science center campus
- Resources and capacity for patient care, a key component of our community service, have increased.
- Consonant with mission statements dating to the institution's earliest years, we are one of the nation's most recognized institutions for civic engagement and contributions to the well-being of our community.
- We have earned numerous awards and been widely recognized for innovation and effectiveness in the first-year experience, service learning, international education, and assessment of student learning outcomes.

## **The Self-Study**

The self-study that follows this introduction is organized into five chapters, one for each of the Criteria for Accreditation. The chapters are structured around the Core Components, which we have used as opportunities to summarize relevant accomplishments of the past decade and to discuss and reflect on future directions. Each chapter concludes with a summary of the major strengths and challenges that we, as a campus, have identified for the areas of institutional work addressed in the body of the chapter. Highly relevant data and examples are often incorporated directly into the narrative; other pertinent information is hyperlinked and can also be accessed at the IUPUI [reaffirmation web site](#) [insert more specific section URL, when we have one]. Additional background materials can be found in the online Resource Room [insert URL] and the physical Resource Room at University Place.

The self-study process has been broadly inclusive, featuring campus-wide Town Hall meetings and use of the reaffirmation web site to enable stakeholders to review draft chapters and send comments, suggestions, and questions to the self-study team. Development of the self-study began in Fall 2008 with a small group of key faculty and staff members convened by Special Assistant to the Chancellor for Planning and Evaluation Trudy Banta and Associate Vice Chancellor for Academic Affairs Mary Fisher. This group spent the year mapping the self-study process and discussing a new procedure for collecting and aggregating assessment data on the PULs at the campus and school levels. Over the course of the year, Banta and Fisher began offering regular reports on progress to relevant campus-level committees and groups, including the faculty and staff governance organizations, the campus-wide Program Review and Assessment Committee (PRAC), deans' meetings, and the Academic Affairs Core Group. These groups provided their own recommendations about how IUPUI might most effectively approach development of the self-study document. Banta and Fisher also worked with IU's University Information Technology Services on creating appropriate tools within our learning management system, Oncourse, for reporting PUL assessment outcomes.

In Fall 2009, Executive Vice Chancellor Uday Sukhatme appointed an expanded "2012 Committee" that included representatives of IUPUI's larger schools and important campus-wide committees, as well as some of the core staff who would carry out data collection and writing for the self-study. The committee met monthly throughout the 2009-2010 academic year, focusing again on the new PULs procedure and reporting system, which was piloted in the Fall 2009 semester and fully implemented in the Spring 2010 semester. The Office of Planning and Institutional Improvement and the Center for Teaching and Learning collaborated on a series of workshops that introduced faculty to the new system. Banta and Fisher continued to report monthly to key governance bodies and administrators, as well as to PRAC. A small group of faculty and staff leaders attended the HLC Workshop on Self-Study in Spring 2010.

Development of the self-study report began in earnest in Fall 2010, when "Criterion Teams," one for each of the five HLC Criteria for Accreditation, were formed, along with a Data Team and a Writing Team. Each team included about ten faculty, administrators, and staff actively involved in the areas of work encompassed by the various criteria, along with two team co-chairs, who also joined the 2012 Committee. The teams met throughout the year to plan their chapters, as members collected data and contributed to a shared web site. Monthly progress reports to important campus committees and groups continued. In Spring 2011, a series of campus-wide Town Hall meetings focused on each of the five criteria and served as forums for clarifying the

purposes of the reaffirmation process and for discussion and suggestions on addressing each criterion. An expanded group, including a representative of each Criterion Team, participated in the HLC self-study workshop, and our HLC liaison, Eric Martin, paid a visit to the campus to advise the 2012 Committee and meet with campus leaders.

During the spring, summer, and fall of 2011, the committee co-chairs and Writing Team members developed detailed outlines and then full drafts of the five main chapters of the self-study report. In Spring 2012, the drafts were posted on IUPUI's reaffirmation web site, which invited comments and questions from all IUPUI stakeholders and included a "comments" feature. Comments and questions submitted were sent to a staff member in the Office of Planning and Institutional Improvement, who forwarded them to the relevant committee co-chairs, Writing Team members, or Data Team members.

In Spring 2012, each Criterion Team hosted a campus-wide Town Hall meeting and solicited comments and suggestions, both orally and in writing, for improving that team's draft chapter. These meetings were well attended and elicited many helpful ideas and examples that were incorporated into the drafts. Throughout the 2011-2012 academic year, monthly meetings of the 2012 Committee and reporting to various campus committees continued.

Plans for Summer and Fall of 2012 include development of the final version of the self-study document, preparation of an executive summary for wide distribution in the fall, and collaboration with IU's Office of Public Affairs and Government Relations to build further awareness across the campus about the reaffirmation process. In addition, local newspapers and the campus homepage will be used to solicit comments about IUPUI and about the self-study from members of the Indianapolis community.

Through all of these activities, it has been clear that those of us carrying out the task of developing the self-study were supported by many across and beyond the campus who were eager to ensure that we produce a self-study that adequately represented IUPUI and enabled us to attain reaffirmation. Some of these supporters were directly involved as members of the 2012 Committee or of a Criterion Team; others attended Town Hall meetings and offered valuable ideas or followed up with suggestions via the web site. We believe that everyone who participated in the self-study process gained a new understanding of the interdependence of the many complex parts of our organization; each part touches and influences all of the others. In the future, we will remember this interdependence each time we create a new policy or process, and will be vigilant for additional opportunities to collaborate across units and make explicit connections between and among complementary initiatives. We try, in various ways, to convey the concepts of interdependence and opportunity in the chapters that follow, through our focus on collaboration, innovation, and collaborative innovation as defining features of our institution.

## Chapter One: Mission and Integrity

*The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.*

At IUPUI, the mission statement is not a wordy paragraph incorporated in the institutional bulletin and otherwise ignored. Just as we value our creation as a unique partnership, we take seriously our mission. Together with the accompanying vision, statement of values, and implementation goals, the mission statement for Indiana University-Purdue University Indianapolis functions daily as a touchstone for planning, for guiding our development of programs and our teaching strategies, for fostering student learning, for informing our practice of translational research, and for fostering countless community partnerships. To those ends, we assure that our mission is clear and publicly available. Similarly, we assure that our policies for operating with integrity are transparent and that our governance and administrative structures are aligned to support fulfillment of our mission. The mission, vision, and principal planning themes emphasize IUPUI's distinction as an urban research university with strengths in health sciences and a commitment to civic engagement. The mission component stating that we will fulfill our aspirations through "innovative collaborations, external partnerships, and a strong commitment to diversity" inspired the theme of this self-study: "*Excellence through Collaboration and Innovation.*"

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[separate page as Forward or part of Introduction]

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### **IUPUI Mission Statement**

**(Trustee Approved – November 2005)**

Indiana University-Purdue University Indianapolis (IUPUI), a partnership between Indiana and Purdue Universities, is Indiana's urban research and academic health sciences campus. IUPUI's mission is to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement. By offering a distinctive range of bachelor's, master's, professional, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity.

### **Vision**

**(Trustee-Approved – June 2002)**

The **VISION of IUPUI** is to be one of the best urban universities, recognized locally, nationally, and internationally for its achievements.

In pursuing its mission and vision, IUPUI provides for its constituents excellence in  
Teaching and Learning  
Research, Scholarship, and Creative Activity  
Civic Engagement, Locally, Nationally, and Globally  
with each of these core activities characterized by

Collaboration within and across disciplines and with the community,  
A commitment to ensuring diversity, and  
Pursuit of best practices.

### **Statement of Values**

The IUPUI community values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. We recognize students as partners in learning. We value the opportunities afforded by our location in Indiana's capitol city and are committed to serving the needs of our community. Our students, faculty, and staff are involved in the community, providing educational programs, working with a wide array of community partners who serve Indianapolis and Central Indiana, offering expert care and assistance to patients and clients, and engaging in field research spanning virtually every academic discipline. IUPUI is a leader in fostering collaborative relationships; thus we value collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. We are committed to the personal and professional development of a diverse campus community of students, faculty, and staff; to continuous improvement of its programs and services; and to building a strong, welcoming campus community for all.

### **Goals for Implementing IUPUI's Mission**

#### **Excellence in Teaching and Learning**

- I. Attract and support a better prepared and a more diverse student population
- II. Support and enhance effective teaching
- III. Enhance undergraduate student learning and success
- IV. Provide effective professional and graduate programs and support for graduate students and post-doctoral fellows

#### **Excellence in Research, Scholarship, and Creative Activity**

- I. Conduct world-class research, scholarship, and creative activity relevant to Indianapolis, the state, and beyond
- II. Provide support to increase scholarly activity and external funding
- III. Enhance infrastructure for scholarly activity

#### **Excellence in Civic Engagement, Locally, Nationally, and Globally**

- I. Enhance capacity for civic engagement
- II. Enhance civic activities, partnerships, and patient and client services
- III. Intensify commitment and accountability to Indianapolis, Central Indiana, and the state

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***Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.***

It is a matter of institutional pride that IUPUI articulates its mission clearly, publicly, and often, presenting the intertwined mission, vision statement, values, and planning goals as a single document to reflect the ways these elements support one another in action. The vision expresses the aim of a mission fulfilled; the values express both our understandings of who our

constituencies are and how we will interact with them; and the goals specify our current strategies for implementing the vision, clearly linked to constituencies, purposes, and themes. Taken together, these elements represent our aspirations as well as our behavioral commitments to our constituencies, including best practices, honesty, and integrity.

The Mission clearly states that IUPUI's commitment to our primary external constituents, residents of central Indiana and the state, is "to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally" and to promote "the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity." The Statement of Values articulates expectations of and commitment to our primary internal constituents: we expect "the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service" and we commit to "the personal and professional development of a diverse campus community of students, faculty, and staff; to continuous improvement of its programs and services; and to building a strong, welcoming campus community for all."

This mission document is expressed in language we believe is understandable by the range of our constituents. The wording is general, as befits an organizational compass intended to provide guidance over time, but not vague. As our history (described in this report's Introduction) attests, we have periodically revisited and fine-tuned elements of our mission, but the core values and overarching aspirations persist.

For example, in 2003, incoming Chancellor Charles Bantz chose as a starting point the vision documents approved by the IU Board of Trustees in 2002. In fact, he made the three principal planning themes central to his inaugural address, building on them by issuing what came to be called "Doubling Goals" to challenge the campus to aspire to high achievement. The Doubling Goals included doubling baccalaureate degrees awarded, externally funded research, civic engagement, and achievements in diversity. In 2005, the Board of Trustees of Indiana University approved the current mission statement at the conclusion of a mission differentiation process undertaken by all eight of Indiana University's campuses. The three planning themes of excellence were further explicated by ten campus goals. In 2006, the Chancellor asked the new Executive Vice Chancellor and Dean of the Faculties, Uday Sukhatme, to develop implementation strategies based on the ten mission-related goals. Following then new IU President Michael McRobbie's 2010 announcement of eleven Principles of Excellence for Indiana University, Chancellor Bantz in his 2010 State of the Campus address mapped the IUPUI mission goals and current priorities to the principles as a series of twelve Guideposts to continued improvement ([create link to PDF on hand](#)).

Honesty and integrity lie at the core of two contemporary bywords: transparency and accountability. Therefore, we take care to promulgate our mission in numerous relevant and public spaces of communication available to all of our constituents: the online Campus Bulletin, major print and online public documents such as the annual campus *Performance Report* and the annual campus *Diversity Report*, and the online campus institutional portfolio ("iport") that serves as a key gateway to a rich repository of information about IUPUI's progress in realizing its goals for implementing the mission and vision. The Chancellor's monthly online newsletter,

with wide circulation on and off campus, frequently reinforces the mission and vision statements by linking current topics to these broader purposes.

Part of the commitment implicit in the mission and vision document is not only to make public our mission and vision, but also to make public our progress in fulfilling them. Thus, prominent on the IUPUI web site is IUPUI's [Dashboard](#): longitudinal data about IUPUI's progress in meeting specific benchmarks established in conjunction with the IUPUI Academic Plan and current directions established by the Indiana Commission for Higher Education. Accessible in the same second-level web page as the Vision/Mission/Values information, the Dashboard serves as one of our public "report cards."

The other public "report card" is presented in the annual *IUPUI Performance Report*, published in both print and online versions in the institutional portfolio. The report includes IUPUI's [Performance Indicators](#); these represent an annual update on our progress in accomplishing our ten mission-related goals, expressed in simple green/yellow/red designations with accompanying multi-year charts for tracking improvements over time.

***Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.***

Attention to diversity pervades IUPUI's Mission, Vision, Values, and Goals. One of the three cross-cutting commitments that characterize IUPUI's mission and planning themes is "to ensuring diversity." A primary goal in support of Excellence in Teaching and Learning is to "attract and support a better prepared and a more diverse student population." The institution's Statement of Values includes this assurance: "We are committed to the personal and professional development of a diverse campus community of students, faculty, and staff; to continuous improvement of its programs and services; and to building a strong, welcoming campus community for all."

These principles are backed up with policy, dedicated human and financial resources, a full calendar of month-long celebrations of major ethnic, racial, and cultural groups, and an array of opportunities for voluntary committee service in faculty, staff, and student organizations. Our commitment to diversity is stressed annually in Chancellor Bantz's oral and written State of Diversity message. Prepared annually for distribution at the gala university/community Dr. Martin Luther King, Jr. dinner, this report provides a detailed analysis of performance indicators and the progress the campus has made on those indicators in the past year.

In the introduction to the 2008 State of Diversity message Chancellor Bantz announced the appointment of IUPUI's first full-time Cabinet-level diversity officer, cautioning that realizing the vision of diversity remains everyone's responsibility. In July 2009, the Office of Diversity, Equity, and Inclusion (DEI) was formed with a mission "to foster an inviting learning environment for faculty, staff, and students who bring varied human characteristics, backgrounds, interests, and points of view that serve to enrich the IUPUI community." The four dimensions of diversity and equity articulated as part of the university's Vision, Mission, and Goals for Diversity include not only representational diversity for students, faculty, and staff, but

also curricular and co-curricular transformation, an inclusive campus climate, and investment of resources and accountability through the words and actions of campus leadership at all levels.

The Assistant Chancellor's [DEI web site](#) serves as an information hub for progress on goals, policies, events, accomplishments, and relevant service departments. It also includes copies of the 22 school and administrative unit diversity plans completed to date and an archive of annual campus diversity reports. In addition to these, the annual campus Performance Report includes performance assessments on the nine campus diversity indicators along with the performance indicators for the three mission-related planning themes. The Diversity Cabinet, created in 2003 even prior to formation of the Office of Diversity, Equity, and Inclusion, includes representatives of many IUPUI schools and most administrative offices as well as targeted service offices and councils, including:

- [Office for Women](#)
- [Office of Equal Opportunity](#)
- Lesbian, Gay, Bisexual, & Transgender Faculty and Staff Council
- Asian Pacific American Faculty Staff Council
- Native American Faculty Staff Council
- Staff Council Diversity Committee
- Black Faculty Staff Council
- Latino Faculty Staff Council
- [Multicultural Success Center](#)
- [Office of Adaptive Educational Services](#) (including the advisory Committee for People with Disabilities)

Faculty, Staff, and Student Handbooks include university and campus policies with respect to diversity, equity, and inclusion. To assure that these policies are accessible in the context of daily pursuits, however, Human Resources Administration provides numerous large posters suitable for placement on bulletin boards across campus, while school and division web sites include their own adaptations of the primary diversity statements where they are likely to be noticed. The Trustees of Indiana University are required by Indiana law to assure the existence of a diversity committee for each campus (at IUPUI, the Diversity Cabinet), and while other Trustees' policies are grouped into a single set of [University Resources](#) pages on the Trustees' web site, one policy stands alone for emphasis: the Non-Discrimination Policy.

[sidebar:

### **Non-Discrimination Policy**

**Board of Trustees, November 21, 1969; Amended, Board of Trustees, December 4, 1992; Reaffirmed, Board of Trustees, September 17, 2002; Amended, Board of Trustees, June 12, 2009.**

Indiana University pledges itself to continue its commitment to the achievement of equal opportunity within the University and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color,



disability, ethnicity, gender, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

Indiana University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and veterans.]

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IUPUI also addresses the diversity of our learners, particularly the growing international population, by fostering approximately 25 student-led organizations based in particular nationalities from Azerbaijan to Vietnam. Additional student organizations exist to promote cultural exchange and appreciation, while other organizations strengthen community within underrepresented minority groups.

Because diversity is so fundamental a part of IUPUI's mission, each subsequent chapter of this report takes up the topic of diversity in the context of its criterion.

***Core Component 1c: Understanding of and support for the mission pervade the organization.***

IUPUI constituents' understanding of and support for the mission is fostered through frequent exposure. Faculty and staff are introduced to it in their orientation sessions. Students learn about it in their First Year Seminars. School and unit administrators use it as the touchstone for annual program and financial planning and reporting. The IUPUI mission grounds school and unit mission statements.

Notably, faculty, staff, and students were themselves engaged in creating the Academic Plan for implementation of the mission goals and participate in assessing progress. Following the Chancellor's charge, Dean Sukhatme appointed Action Teams to develop new strategies for each of the ten mission-related goals. Between October 2006 and May 2007, teams of faculty, staff, and students worked together to evaluate current circumstances and to make recommendations for improvements in the form of 70 action items that comprised the building blocks for the plan. The resulting reports were summarized and shared with the campus community in Fall 2007 to invite feedback and foster further discussion. The culminating [Academic Plan](#) was constructed through the synthesis and integration of these reports. The plan has been updated and the outcomes described in two reports, most recently in [July 2011](#).

Each fall at the New Faculty Orientation held prior to the first week of classes, the Chancellor introduces new faculty to IUPUI's vision, mission, and goals, which are also included in the opening section of the IUPUI supplement to the University Academic Handbook. Similarly, Human Resources Administration (HRA) staff who lead new staff orientation sessions present IUPUI's mission as a foundation of our culture and policies. First year seminars taken by over 90 percent of entering students include the mission and vision along with more detailed information about the campus environment, the Principles of Undergraduate Learning, the RISE to the Challenge Initiative, co-curricular programming, and support opportunities (all discussed in the following chapters).

During the annual planning and budgeting cycle, deans and vice chancellors prepare a [progress and planning report](#) based upon school and campus goals that are grounded in the campus mission and goals. The plans specify goals and accomplishments, with adjustments in terminology appropriate for the units' own mission statements, for each of the three major planning themes (Teaching and Learning; Research, Scholarship, and Creative Activity; and Civic Engagement) and the three cross-cutting themes (Best Practices, Campus Climate for Diversity, and Collaboration). Highlights of these reports are included in the [online Campus Performance Report](#).

The campus mission provides an organizing framework for the self study component of academic program review at IUPUI. In addition, the composition of the visiting team reflects the mission by including not only disciplinary scholars from IUPUI and other institutions but also community members, representing our commitment to civic engagement, and reviewers from other IUPUI departments, representing our focus on collaboration.

As indicated in Core Component 1a above, schools and administrative units have [mission and goal statements](#) that address individuality, but are also congruent with those of the campus (see, for example, those for the [School of Engineering and Technology](#), the [School of Liberal Arts](#), the [School of Physical Education and Tourism Management](#), the [School of Health and Rehabilitation Sciences](#), and the [Division of Finance and Administration](#)).

As noted in the introduction to this report, Indiana University-Purdue University Columbus is considered a school within the IUPUI organizational structure, but its geographic distance from the Indianapolis campus creates opportunities for distinctiveness. Thus, IUPUC's publicly available [mission, aspirations, and strategic goals](#) emphasize its regional focus on serving south central Indiana. In common with that of the institution, the campus statement reflects commitment to excellence in teaching, scholarship, creative activities, and service while preparing students for global challenges and lifelong learning. IUPUC provides the educational opportunities of Indiana University and Purdue University in a small campus environment to students in the region who might otherwise not be able to pursue baccalaureate education.

***Core Component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.***

The joint resolution adopted by the Boards of Trustees of Indiana University and Purdue University in January 1969 to establish IUPUI stated that Indiana University would have management responsibility for the new campus. Indiana University's management functions include budget and fiscal matters (including preparation of operational and capital requests to the Indiana General Assembly), business operations, employment of staff, maintenance of academic and other records, administration of sponsored programs, provision of land and facilities, and the operation of certain central services. All IUPUI faculty and staff are employees of Indiana University and subject to its policies and procedures. Faculty, including those in the Purdue Schools of Science and Engineering and Technology, earn tenure through IU procedures. IUPUI

faculty in Purdue schools are evaluated for promotion in rank according to campus policies and awarded promotion by Purdue University Trustees on recommendation of the IUPUI Chancellor.

## **Trustees of Indiana University**

The Board of Trustees is Indiana University's governing board, its legal owner and final authority. Its membership, terms of office, responsibilities, powers, and electoral procedures are governed by the Indiana Code. Its members are variously appointed by the Indiana Governor or elected by university alumni. Since 1975, one of the appointees has been selected from the students of Indiana University; the current student member is a graduate student at IUPUI.

The nine-member board meets six times a year on various campuses around the state. Meetings are open to the public and anyone with an interest in the governance of the university may attend. The Board maintains an extensive [web site](#) that includes not only its history, membership, responsibilities, and organizational structure, but also the schedule and minutes of meetings.

The Board organizational structure incorporates six standing committees:

1. Academic Affairs and University Policy Committee
2. Compensation & Benefits Committee
3. External Relations Committee
4. Facilities Committee
5. Finance and Audit Committee
6. Health Affairs Committee (The Health Affairs Committee [HAC] provides policy guidance and oversight to IU's health sciences schools, broadly defined. The HAC is also responsible for policy guidance and oversight for the relationship between IU's health sciences enterprise and IU Health, and also IU's involvement in the clinical practice plans that underpin both of them.)

In addition, seven members of the Board are assigned by the Chair to serve as liaison to one of the seven Indiana University regional campuses other than Bloomington (including Indiana University-Purdue University Fort Wayne, IPFW, which is managed by Purdue University). The Board liaison for IUPUI is MaryEllen Kiley Bishop.

## **University Administration**

In 1987, the Board of Trustees delegated authority to the president of the university, and his or her staff, to manage and administer the university and establish routine administrative procedures of the university. To assist the Office of the President in managing the university, in 2005 the Board approved expansion of IU's management structure. Today, the leadership includes three executive vice presidents, one senior vice president, and ten vice presidents. One Executive Vice President serves as Chancellor of IUPUI, and one Vice President (for University Clinical Affairs) is also Dean of the School of Medicine. Thus, IUPUI is directly represented in the top administrative leadership of the university.

## **IUPUI Administration**

The president of Indiana University and the IU Board of Trustees appoint and supervise a

chancellor for each of IU's eight campuses. IUPUI is led by Chancellor Charles R. Bantz, who assumed his duties as the fourth chancellor of IUPUI in June 2003. As the Executive Vice President and Chancellor, Indianapolis, Bantz provides executive leadership at IUPUI on behalf of the President, participating also in central planning and related functions of the President's Office.

The Office of the Executive Vice President and Chancellor, Indianapolis, is the channel through which IUPUI officers communicate formally with the central Indiana University administration. Requests and recommendations regarding budgets, personnel appointments and promotions, establishment of new programs, and other substantive items move from the Vice President's Office to and through the Office of the President before presentation to the Board of Trustees. Chancellor Bantz has created an administrative cabinet that includes Executive Vice Chancellor and Dean of the Faculties Nasser Paydar (who assumed office June 15, 2012); Vice Chancellor for Finance and Administration Dawn Rhodes; Vice Chancellor for Research Kody Varahramyan; Vice Chancellor for Student Life Zebulun R. Davenport; Vice Chancellor for External Affairs Amy Conrad Warner; Assistant Chancellor for Diversity, Equity, and Inclusion Kenneth B. Durgans; and Senior Advisor to the Chancellor for Academic Planning and Evaluation Trudy W. Banta.

In keeping with its mission of civic engagement, IUPUI has an active community Board of Advisors that meets bi-monthly to provide counsel to campus administrators on academic and physical development, relationships with the community, and related matters. The Board of Advisors is composed of representative business, civic, and educational leaders appointed by the President of Indiana University and includes the designated IU Trustee Liaison. An IUPUC Board of Advisors, consisting of regional leaders in south central Indiana, meets quarterly to assure appropriate regional counsel for Columbus administrators.

### **Organization of the IUPUI Campus**

There are now 21 academic schools at IUPUI. In the last decade, the Schools of Journalism, Music, Health and Rehabilitation Sciences, and Informatics were either established at IUPUI or granted school status. Music has since become a department in the School of Engineering and Technology. Formation of a School of Public Health at IUPUI is in process, a long-anticipated maturation of the existing Department of Public Health within the School of Medicine. Due in part to our unusual founding as a partnership between two long-established research universities, the academic schools at IUPUI vary more widely in structure than is common at more traditional institutions. The two Purdue schools of Science and of Engineering and Technology offer courses and curricula that draw upon the Purdue University course inventory and curricula, but also include IU courses; degrees in these schools are approved through the Purdue Board of Trustees. Several of the IU schools are considered system schools with a statewide mission, though IUPUI is the principal campus: the Schools of Medicine, Nursing, Dentistry, and Social Work are system schools. Others (Education, Business, Informatics, Journalism, Library and Information Science, and Public and Environmental Affairs) are identified as "core campus" schools, considered a single unit with their counterparts in Bloomington; executive associate deans lead these schools in Indianapolis while the dean's principal office is on the IU Bloomington campus. Some IU schools—for instance, the School of Liberal Arts, Herron School

of Art, and the School of Physical Education and Tourism Management—function autonomously, as do the McKinney School of Law and the Department, soon to be School, of Public Health at Indianapolis, both of which are separate from the schools of law and public health in Bloomington.

The academic schools at IUPUI are thus headed by either a dean or an executive associate dean. As noted above, each school has its own mission and often a strategic plan, aligned directly or indirectly with the IUPUI mission, vision, values, and goals. All schools, IU or Purdue, system, core, or independent, maintain rich public web sites that typically include organization charts and faculty/staff directories for the schools, along with detailed information on their programs, faculty research, and student opportunities. IUPUI employs responsibility center budgeting, which gives each dean the responsibility to manage both income and expenses. An annual formula-based assessment, or tax, levied on each school provides funding for the central administration. More detail about this process can be found in Chapter 2.

In excess, this much decentralization can work against campus collaboration and unity. In addition to using the mission, vision, and values as a consistent anchor for campus planning and self-evaluation, our careful use of strategic cross-campus councils has helped us avoid such extremes. Leading by example, the Chancellor convenes a monthly meeting of the Council of Academic Deans that also includes vice chancellors. This group considers academic and administrative matters requiring campus-wide discussion, encouraging cross-fertilization of ideas through collegial exchange of opportunities and challenges. In addition, two leadership councils, on Retention and Graduation and on Enrollment Management, undertake projects of critical importance to implementation of the Academic Plan. Their membership represents major constituencies across the campus, and the importance of their work assures active participation.

### **Internal Governance Structures**

*IUPUI Faculty Council.* The [Indiana University Faculty Constitution](#) (found in the IUPUI Supplement to the Indiana University Academic Handbook) gives the faculty legislative and consultative authority over a broad range of university activities. The Constitution delegates that authority through elected councils at university, campus, and school levels. Any tenured, tenure-track, or non-tenure-track faculty member is eligible to serve on one of the faculty councils. School Faculty Councils meet regularly and elect representatives to IUPUI's Faculty Council (and, where appropriate, to the distinct Regional Faculty Council at IUPUC), which meets monthly to consider all major campus initiatives of interest to faculty. Each vice chancellor sits as an *ex officio* member on a faculty governance committee that corresponds to his or her area of responsibility, providing a communication channel to the Chancellor's Cabinet. The IUPUI Faculty Council has appointed twelve active committees, including an Executive Committee that conducts the routine business of the Council. The IUPUI council in turn selects representatives to the system-wide University Faculty Council, with the Bloomington Faculty Council President and the IUPUI Faculty Council President serving as Co-Secretaries.

*IUPUI Staff Council.* The purpose of the IUPUI Staff Council is to act as a voice of the clerical, technical, and professional staff in collaborating with the entire campus community by fostering accountability and best practices in supporting and carrying out the vision, mission, and goals of

the university. In addition, the Staff Council seeks to identify and implement solutions to concerns of staff and to promote staff development and retention. The Chancellor appoints an administrative designee to the Staff Council and the Faculty Council appoints a liaison to serve as an *ex officio* member to facilitate leadership communications and collaboration. A representative from Staff Council also reports on that council's actions to the Faculty Council each month. Links to both Faculty and Staff Councils are readily accessible from the Faculty and Staff view of the IUPUI web site home page.

*Student Government.* The [Undergraduate Student Government](#) and [IUPUI Graduate and Professional Student Government](#) are active forces in seeking and advocating students' positions on important IUPUI issues. Though supported within the Division of Student Life, these student councils provide important communications links with top administrators as well as faculty and staff; many schools also have unit-level student councils. Student government representatives are frequently consulted in the periodic Pulse Surveys conducted by the Office of Institutional Management and Information Resources (IMIR) to "take the pulse" of student opinion, and their role extends to circulating survey results and follow-up discussion. There is also a system-wide All University Student Association that functions under the auspices of the IU Board of Trustees. The AUSA Board of Directors consists of the presidents of all campus student governments; its meetings are open to any IU student, and the organization is intended to foster communication among students across campuses and with University administration.

## **Evaluation of Structures and Processes**

IUPUI faculty and administrators take very seriously their responsibility to evaluate structures and procedures continuously and to use the findings to guide improvements. On-going evaluative processes include program review (for both administrative units and academic programs; see Chapters 2 and 4), regular administrative reviews of deans and vice chancellors, and assessing and reporting annual progress on the campus performance indicators (see Chapter 2). Results of these cyclical reviews are factored into annual budget planning as well as long-term campus facilities plans. In addition, periodic university-wide studies are undertaken as directed by the President and/or Board of Trustees. Most recently these have focused on the Institutional Review Board process, marketing and communications, student services, and travel and purchasing functions on all eight IU campuses with the purpose of identifying ways to streamline, create efficiencies, and reduce expenditures. The resulting centralization of services continues to be monitored for evidence of effectiveness.

### ***Core Component 1e: IUPUI upholds and protects its integrity.***

Our Statement of Values emphasizes that "IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service," and further that IUPUI "values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings." We understand the quality of integrity to go beyond simply obeying law to living by high ethical standards in all of our undertakings. Thus, we emphasize openness as well as maintenance of an environment wherein all members of our community can flourish.

Some of our many policies are grounded in law, but all represent the ways we define for ourselves exemplary standards of conduct and practice.

## **Transparency**

IUPUI's commitment to transparency is evident in our practice of publicly communicating our plans and reporting our progress in accomplishing them, as described in sections 1a and 1c above. This commitment will also be apparent in all subsequent chapters of this report. We routinely evaluate our development on a set of indicators that are designed to track our progress on fulfilling our mission. We believe that such transparency is an integral component of integrity in the 21<sup>st</sup> century. The remainder of this section identifies other ways in which we act to uphold our integrity through consistent, ethical behavior.

As with our other practices, ethical behavior is sustained by transparency in setting forth our policies for upholding integrity and by accountability for the financial resources with which we have been entrusted by taxpayers, students (and their families), research sponsors, and philanthropic donors. In this domain, we draw on another of our values—best practices. Moving beyond the no-longer-simple requirements of legal compliance, we hold ourselves to high standards, from professional standards of financial practitioners to high standards of academic integrity for both faculty and students.

Transparency begins with the Trustees. The IU Board of Trustees is subject to the Open Door Provisions of Indiana Code IC 5-14-1.5. The Board of Trustees' web site further makes available information on Board policies and procedures, including the relevant sections of the Indiana State Code that apply to the Board and to the campuses.

Similarly, as for all Indiana public colleges and universities, IU budget information is a matter of public record; we make it available to all statewide constituents through university libraries. The Indiana State Board of Accounts conducts an annual financial audit of Indiana University that includes a review of compliance with federal Office of Management and Budget (OMB) Circular A-133. Auditors visit each campus to conduct the necessary work. Financial statements, related footnotes, and the overall accounting are governed by the Governmental Accounting Standards Board (GASB) and the Financial Accounting Standards Board (FASB). The accounting structure is still largely based on the traditional College and University Business Administration model, but GASB is used for financial reporting. The auditors present the results of these audits to the Board of Trustees.

## **Institutional Policies**

Indiana University provides a convenient access point to a complex array of policies on the University Policies [[policies.iu.edu/index.shtml](http://policies.iu.edu/index.shtml)] web site, a searchable compilation of all university policies categorized into the following sections:

- Academic, Faculty, and Students
- Administration & Operations
- Financial
- Human Resources

- Information & IT
- Research

All policy information on the site identifies the specific office responsible for administering the policy so that constituents know whom to contact with further questions or to report a problem.

The “Academic, Faculty, and Students” section includes downloadable and searchable online formats of the university Academic Handbook. Each campus publishes its own supplement based on local context, and the IUPUI Supplement is readily accessible to all via the Academic Affairs web site [<http://academicaffairs.iupui.edu/policies/academic-handbook/>]. Together, these handbooks include complete statements on academic freedom, conflicts of interest and commitment, intellectual property, and policies for academic employment, tenure, and promotion, among many other topics.

The student handbook, known at IU as The Code of Student Conduct, or simply The Code, is included in this “Academic, Faculty, and Students” section of the Policies site, but it is also available [<http://www.iupui.edu/code/>] from numerous locations students are likely to frequent (including many course syllabi at IUPUI) for convenient reference. Important items included are explanations of Student Rights and Responsibilities under the Family Educational Rights and Privacy Act of 1974; student rights to freedom from discrimination or harassment; rights to freedom of association, expression, advocacy, and publication; rights to contribute to university governance; rights to accommodation for individuals with disabilities; and rights in the judicial process. Expectations about corresponding responsibilities are also explained, including academic responsibilities and misconduct as well as personal misconduct. The Code explicates step by step the judicial process at IUPUI, whether a student is bringing a complaint or stands accused of misconduct. These topics are also addressed in relevant sections of the IUPUI web site where students may easily locate them (e.g., the Office of the Student Advocate, Office of Student Financial Services), and the Office of the Registrar provides a detailed explanation of FERPA rights and responsibilities.

Policies included under the category of “Financial” articulate provisions adopted to assure that financial resources are budgeted and expended according to federal and state laws and in conformity with best practice in accounting, administration of contracts and grants, payroll, purchasing, and other activities important to avoid waste and duplication of effort and expense. IU’s licensing and trademark policy is also spelled out, along with related financial policies. The Information and IT policies, increasingly important in the 21<sup>st</sup> century, guide appropriate use of information technology resources, management of institutional data, and information security and privacy.

“Administration and Operations” Policies include several fundamental statements that overlap with the Academic, Faculty, and Students and Human Resources policies, including statements of commitment to and expectations about equal opportunity, intellectual property, public safety and institutional assurance, and whistleblower safety. Here, too, are policies on how the university allows its name to be used, standards for contacts with government officials and participation in political activities, marketing and communication, and social media guidelines.



The core policies on equal opportunity and affirmative action for staff are included in the “Human Resources” section, along with staff employment policies and procedures. Separate policy manuals for union and non-union staff describe broad University standards and practices, while the IUPUI Human Resources Administration (HRA) web site provides access to policy manuals for Service Maintenance employees; Professional, Support, and Service (non-union) staff; Academic; and Hourly employees. The HRA site also includes the IUPUI Staff and Academic Handbooks. The Staff Handbook delineates detailed procedures for employment, compensation, benefits, personal conduct expectations, and health and safety practices, rights, and responsibilities. Importantly, the Handbook also includes clear explanations of the EEO, sexual harassment, ADA, and workplace violence policies, along with an overview of the corrective action and problem-grievance procedures (with phone numbers and links to appropriate forms and supporting information on the web).

As might be expected at a major research university, the university and IUPUI observe extensive policies for the ethical conduct of research, with major links provided in the “Research” section of the Policies web site. These include a detailed policy on financial conflict of interest in research, in addition to the basic policies on conflict of interest and commitment. Protection of human subjects is also a primary subject of research policy. Indiana University’s Institutional Research Boards (IRBs) and the Office of Research Administration (ORA) [researchadmin.iu.edu] provide extensive documentation of these policies and processes on the ORA web site, along with access to tutorials on ethical conduct of various types of research. The appropriate tutorials must be completed and kept current by any faculty or staff member or student involved with research on the IU campuses. (This subject is discussed in detail in Chapter 4.)

The chief point here is that all of these policies are easily accessible on the web and, in cases of need for frequent reference, in print documents as well. Moreover, these policies are available on public web sites, not only those restricted to employees and students directly affected. Transparency means little, however, without application. In many cases, of course, the policies are carried out by practitioners in a particular area, like purchasing agents or IT security specialists. As noted, the relevant administrative authority for each policy is identified on the Policies web site and in the IUPUI-based supplements, where contact information can be easily located in the online campus directory. Numerous special bodies engage in oversight and/or adjudication of specific cases; their roles are critically important in assuring that the institutional policies are more than words on paper (or computer screens).

Conflict resolution and procedures for grievances are handled by three bodies. Student grievances and cases of misconduct are addressed in the Division of Student Life. The Student Advocate assists students with complaints, appeals, and conflict mediation. The Office of Student Rights, Responsibilities, and Conduct is responsible for administering The Code by managing the institution’s judicial system, investigating and adjudicating reports against students, promoting the rights of students, and educating students about their rights and responsibilities. As noted, staff issues are addressed within HRA by the Employee Relations Department, which offers confidential guidance for supervisors, interprets and applies university policies and employment law, and investigates and resolves complaints.

The IUPUI Faculty Council, through its Committee on Faculty Affairs, has established and administers grievance procedures for full-time tenured and tenure-track faculty and librarians, full-time clinical and scientist/scholar rank faculty, and full-time lecturers. The process provides for peer evaluation with respect to administrative actions of dismissal, academic freedom, non-reappointment, tenure, promotion, salary adjustment, and the nature or conditions of work. Elected members of a Faculty Grievance Advisory Panel are available to provide confidential advice and to help resolve situations informally through discussions between parties involved in a dispute. A Faculty Board of Review conducts formal hearings and issues a report on its findings, including recommendations, as appropriate.

In addition to these policies and procedures for faculty and staff, the IUPUI Equal Opportunity Council represents faculty and staff from academic and administrative units at IUPUI. The Council assists the Office of Equal Opportunity by serving as an information resource and conduit between the Office and the campus community. The Council serves further as an independent advocate for achieving the goals of equal opportunity. Its Minority Enhancement Subcommittee is responsible for advising the university's administration and faculty on matters of minority enhancement as well as responding to university initiatives related to equal opportunity, affirmative action, and minority enhancement. The Office of Equal Opportunity also works with other units to assure regular studies of salary equity for both faculty and staff. (The most recent were conducted in 2008-09 and are available on file.)

## **Safety**

An important principle often taken for granted in considering integrity is safety. We cannot be "committed to building a strong, welcoming campus community for all" without making concerted efforts to maintain a safe working and learning environment. Indiana University provides a "Protect IU" web site under the auspices of the Office of Public Safety and Institutional Assurance, with featured tabs about protecting people, information, technology, and operations. The supporting IUPUI IMPACT Safety site includes a range of information on such topics as emergency phones on campus, the IUPUI Police safety escort service, and emergency notification practices.

IUPUI's establishment of multiple committees designed to assure a safe and secure environment underscores our serious commitment to environmental health and safety. These committees, with cross-sector membership, include: the Campus Safety Committee; the Environmental Safety Committee; the Emergency Planning Steering Committee; the Laboratory Safety Committee; the Indoor Air Quality Committee; and the Institutional Biosafety Committee. The Environmental Health and Safety Department of the Administration and Finance Division carries responsibility for such matters as biological and construction safety, environmental and asbestos management, industrial hygiene, occupational safety, and related matters and provides operational support for environmental safety concerns. The department also offers numerous online and on-site training programs for IUPUI staff and a broad-based new employee safety orientation program.

The IUPUI Police [[police.iupui.edu](http://police.iupui.edu)] provide prompt notices to the campus community on major crimes occurring on or near IUPUI property, using a variety of methods, including crime alert phone and email messages, text messages, sirens, media releases, FAX, posters, and other

methods as appropriate. Their web site facilitates reporting on matters from lost keys and property to more serious incidents, and includes a log of statistics going back to 1973. The Public Safety Dispatch Center is staffed 24 hours a day to receive trouble reports and respond to questions.

*Behaviors of Concern.* The campus-wide IUPUI Behavioral Consultation Team (BCT), created following the Virginia Tech tragedy of 2007, is designed for early intervention on behavioral issues to help support the health, safety, and success of the IUPUI community. The Behavioral Consultation Team offers consultation, makes recommendations for action, and coordinates campus resources in response to reports of disruptive or concerning behavior displayed by students, staff, or faculty. During the fall and spring semesters of 2011-12, the BCT received reports about 42 cases of concern. After determining levels of risk to self or others, ranging from mild to severe, the team responded by providing consultation (8), gathering information (25), and referring to conduct (3), Human Resources (1), or the Police (5), depending on severity and imminent risk. Since an online reporting system was implemented in March 2011, the BCT has addressed 116 cases.

The IUPUI BCT is an example of IUPUI innovation. Unlike other programs, ours addresses behaviors of concern by students, faculty, and staff. To support this broad charge, the team draws membership from Student Life, student-serving units, the graduate and professional schools, the IUPUI Police, Academic Affairs, Human Resources, and legal counsel. Moreover, the Team worked with IT professionals to develop a secure database and operational program that processes web-based reports, alerts team members, and records a log of the actions taken and outcomes of the cases. This program offers a secure environment for team members to share information on their interactions with the person of concern, as well as their impressions of the report, functioning in effect as a virtual meeting space. The IUPUI BCT has been discussed at national conferences and is considered among “best practices” for colleges and universities.

## **Strengths and Challenges**

### **Strengths**

- Stated simply, IUPUI faculty and staff value our mission by applying it. We regularly engage with the mission and its accompanying vision, values, and goals, using the document as a litmus test for annual planning at all levels of the organization.
- We routinely evaluate our progress toward fulfilling the mission and transparently publish our progress online and in print through our performance indicators and online Dashboard.
- We have created structures for shared governance and effective leadership along with clear and accessible policies for bringing our mission and values into everyday community life.
- We believe these practices demonstrate our dedication to integrity and honesty in the way we interact among our internal community and with the broader community we serve. They constitute core strengths of IUPUI.

## **Challenges**

- Our challenges in the area of mission are few and primarily external. As governmental leaders, particularly at the state level, scrutinize public higher education ever more closely, it is conceivable that some changes in state-identified missions may emerge.
- At the same time, fiscal pressures on the university are creating more centralized policies, which may affect our ability to control how we pursue fulfillment of our mission.

## Chapter Two: Planning for the Future

*The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.*

### Introduction

At IUPUI planning, resource allocation, evaluation, and improvement processes are explicitly connected (see Figure 2.1 on p. X), and a division of Planning and Institutional Improvement was created in 1992 to ensure that these connections are maintained and strengthened continuously. In this chapter we provide evidence that effective planning and evaluation processes enable IUPUI to fulfill its mission, improve the quality of education for its students, and respond to future challenges and opportunities.

Successive institutional plans have consistently set high expectations for this urban campus and have reflected commitments to innovation and collaboration, the principal themes of this self-study. In 1994 one of five principal components of IUPUI's mission was to

serve as a model for collaboration and interdisciplinary work through partnerships with Indiana University and Purdue University and the community, drawing upon the distinctive strengths of the academic health sciences center on the Indianapolis campus and the resources of the capital city and state.

In 1998, a planning goal was to achieve “regional, national, and international recognition as a center of excellence in professional education and health-related research.” And in support of the 2002 revision of [IUPUI's mission](#), a concept that has persisted as one of ten principal goals today was stated, “Conduct world-class research, scholarship, and creative activity relevant to Indianapolis, the state, and beyond.” An implementation strategy related to promoting such scholarship is to

Recruit, retain, advance, and recognize a diverse faculty and staff by providing support systems that encourage creativity/innovation, thus creating an environment that encourages multiple perspectives and initiatives, sensitizes people to issues of culture, respects the range of differences that are part of urban life, and fosters an educational environment in which all people can contribute to their fullest potential.

While these goals for innovation and collaboration are aspirational and will continue to shape IUPUI's planning for the future, even now we have achieved national and international recognition for our achievements related to each. Over the years a steady stream of visitors from other states, and other nations as far away as South Africa and Japan, has sought our advice

about the model of interinstitutional collaboration IUPUI has created in building the partnership between Indiana University and Purdue University.

One challenge that IUPUI has faced since its inception has been the need to find creative strategies for integrating an urban undergraduate institution with a full complement of strong professional schools. We have turned that challenge into an opportunity, capitalizing on the proximity of the various schools to develop a large number of translational scientific collaborations. IUPUI is now a true health sciences campus with faculty in every school, including the Indiana University Schools of Liberal Arts, Business, and Informatics, as well as the Purdue Schools of Science and Engineering and Technology, collaborating with faculty in the Indiana University Schools of Medicine, Dentistry, Nursing, and Law to create health-related programs of instruction, research, and civic engagement. In 2009-10 IUPUI was 17<sup>th</sup> in the nation in the number of degrees and certificates awarded in health sciences and related fields. In addition, we now have recognized national centers for clinical and translational sciences, cancer research, women's health, nursing education, and alcohol addiction research, all of which involve collaboration across disciplinary boundaries.

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Sidebar: *The [Indiana Clinical and Translational Sciences Institute](#) (CTSI) is a statewide collaboration of Indiana University, Purdue University and the University of Notre Dame, as well as public and private partnerships, which facilitates the translation of scientific discoveries in the lab into clinical trials and new patient treatments in Indiana and beyond.*

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Sidebar: *The [Indiana Alcohol Research Center](#) has enjoyed 25 years of continuous funding from the NIAAA, which has resulted in the establishment of a collaborative and multi-disciplinary group of scientists who come from many different scientific disciplines including the departments of Medicine, Psychiatry, Psychology (Purdue and Indiana University), Biochemistry and Molecular Biology, Medical and Molecular Genetics, Cellular and Integrative Physiology, Pharmacology and Toxicology, Anatomy and Cell Biology, Ophthalmology, Neurology, and Radiology.*

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Another mission-related planning goal is to develop “technology and its applications to guarantee access to global information resources in support of teaching, learning, and research.” IUPUI provides headquarters for the Global Network Operations Center for high-performance networks, and the Indiana University system-wide [University Information Technology Services](#) (UITS) manages research initiatives supported by the National Science Foundation, collaborates with other universities on open source software development, and provides leadership in cyber security. See Chapter 3 for more information about UITS. Digital textbooks, virtual software delivery, and flexible learning environments place Indiana University at the cutting edge of information technology for higher education.

With support from the Indianapolis-based Lilly Endowment, our Centers on Philanthropy and on Urban Policy and the Environment, as well as the Polis Center, which uses geographic information systems for community service mapping, have achieved international recognition for conducting research locally and demonstrating its relevance globally. We will provide details of

these achievements and many others related to our planning goals in subsequent sections of this self-study.

A 2005 mission differentiation study, which explicitly identified IUPUI as the state's academic health sciences campus, focused [Indiana University-Purdue University Columbus \(IUPUC\) strategic goals](#) on the needs of students and other constituents in the South Central region of Indiana. An expanded organizational structure at IUPUC undertaken in 2010 included creation of the role of Special Assistant to the Vice Chancellor for Strategy; the IUPUC strategic planning process is guided by that office. Now IUPUC administrators, with input from faculty, staff, and community leaders, have developed a strategic plan to fulfill the regional focus of the Columbus campus.

***Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.***

Personnel in several administrative offices and centers in academic units, as well as school-level administrators responsible for planning, continuously scan the horizon for trends that will influence IUPUI's future. This information is considered carefully as faculty and administrators formulate plans to guide decision-making. In this section we describe these efforts as evidence that IUPUI meets this component of Criterion Two.

**Environmental Scanning**

Top-level institutional leaders and school deans systematically base decisions on information derived from internal and external environmental scanning; such evidence-based decision-making is integral to IUPUI's institutional culture. The Office of Information Management and Institutional Research (IMIR) bears the principal responsibility for scanning the internal environment at IUPUI and draws on the expertise of several academic research units for information about the local and state contexts. At IUPUC a new Office of Institutional Research was established in 2011 to meet the growing information needs of the campus and to reflect the unique role the campus plays in serving the region.

[IMIR](#) staff members prepare enrollment forecasts for the Division of Enrollment Services and provide academic deans with weekly web-based reports on actual enrollments for the next semester. IMIR staff also work with the Indiana University system-wide University Institutional Research and Reporting (UIRR) staff to forecast long-term enrollment trends for IUPUI. In addition, IMIR collaborates with the Division of Finance and Administration to generate various management ratios, such as state appropriation and sponsored research income per budgeted FTE academic appointment; these are used in academic planning.

Furnishing campus decision-makers with information about peer institutions is an important part of IMIR's environmental scanning efforts. Sources of data for peer comparisons include the Integrated Postsecondary Education Data System (IPEDS), the Delaware Study of Instructional Costs and Productivity, the Consortium on Student Retention Data Exchange (CSRDE), and the National Survey of Student Engagement (NSSE). IMIR staff also respond to requests for

information about trends in the external environment from the Chancellor, Executive Vice Chancellor, deans, and directors.

Campus research centers such as Polis, Urban Policy and the Environment, and Business and Economic Research, which focus on the external context, are additional sources of data for environmental scanning. Indiana University administrators sponsor a periodic [economic impact study](#) that contains an estimate of the dollar value to Indianapolis and central Indiana that IUPUI adds each year. In addition, staff in UIRR collect and report official data concerning IUPUI and IUPUC students, faculty, staff, and finances. This information is included in the [IU Fact Book](#) and other reports.

## Setting Priorities

The IUPUI Chancellor and his staff annually assess progress toward long-term planning goals and develop a list of priority actions for the coming year, based in part on the information supplied through environmental scanning. When Chancellor Charles Bantz was hired in 2003, the campus had just completed a long-range plan in the prior year. Rather than put faculty, staff, and students through that intensive process again so soon, Chancellor Bantz chose metrics in each of the three principal mission themes and dedicated his inaugural address in December 2003 to invoking again “the power of two” that had created IUPUI in 1969 as an Indianapolis partnership of units from Indiana University and Purdue University. Bantz enunciated what subsequently became known as “the Doubling Goals.”

To advance the planning theme *Excellence in Teaching and Learning*, Chancellor Bantz asked that campus constituents work toward doubling the number of bachelor’s degrees by 2010. He asked that the planning theme *Excellence in Research, Scholarship, and Creative Activity* be advanced by doubling the dollar volume of externally funded research by 2010. And he asked that the planning theme *Excellence in Civic Engagement* be advanced by doubling the number of IUPUI students involved in service learning in the Indianapolis community.

In February 2004 Chancellor Bantz appointed task forces to shepherd each of the doubling goals. He charged the three task forces to outline specific steps and related resources needed to achieve their particular doubling goal.

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Sidebar: The [Center on Philanthropy](#) was founded as the result of the convergence of two ideas. First, some people recognized the need to professionalize fundraising and to create a permanent, university-based home for The Fund Raising School. Others were interested in building knowledge about the philanthropy field through an inter-disciplinary approach grounded in the liberal arts. These ideas, and the goal of bringing scholars and practitioners together to learn from each other, are the founding principles that remain the bedrock of our mission.

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When Executive Vice Chancellor and Dean of the Faculties Uday Sukhatme was appointed in 2005, once again the principal planning themes and related goals were accepted as a given. EVC Sukhatme appointed Action Teams to develop priority actions related to each of IUPUI’s ten mission-related goals. Recommendations developed by members of the Action Teams provided direction for Sukhatme’s [Academic Plan](#), which included various strategies to increase retention



and persistence, the RISE (undergraduate research, international experiences, service learning, and experiential learning such as internships) initiative, Signature Centers focused on interdisciplinary research, and translational scholarship linked with community needs. Additional information about the features of the Academic Plan appears in Chapters 3 and 4.

A sample of the priorities set forth for 2007-8 illustrates the campus commitments to the Indianapolis community and to enhancing faculty quality and student success, multiculturalism, and internationalization.

- a. Use cluster hiring and other strategies to recruit, hire, and retain outstanding faculty with strong research records and diverse backgrounds.
- b. Increase Summer Bridge programs, advising, tutoring, and financial aid for at-risk freshmen.
- c. Recruit more out-of-state and international students.
- d. Establish an Honors College.
- e. Develop a Multicultural Center and hire a senior administrator for diversity, equity, and inclusion.
- f. Develop new programs to reduce health disparities and to contribute to economic development.
- g. Strengthen interdisciplinary collaboration in research by creating Signature Centers.
- h. Develop the Translating Research into Practice (TRIP) initiative to advance Indiana's economic health and life sciences-related development.

As will be demonstrated in 2b below, these goals for 2007-08 have been met and, in some cases, even exceeded.

In 2007 Indiana University Trustees retained SmithGroup/JJR to develop [master facilities plans](#) for IUPUI and Indiana University Bloomington. These plans were initially presented to the trustees in 2008. Subsequently IUPUI swapped 15 acres of land and buildings with Wishard Hospital, the Marion County hospital that shares boundaries with the campus, so that Wishard could build a new \$150M hospital. The master plan was revised and presented again to the trustees in 2011 and now provides a template for future growth and construction for IUPUI.

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Sidebar: *The [Center for Urban Policy and the Environment](#) works in partnership with community leaders, business and civic organizations, nonprofits, and government. CUPE's work is focused on urban policy, intergovernmental cooperation, community and economic development, housing, environmental issues, and fiscal affairs research essential to developing strategies to strengthen Indiana's economy and quality of life.*

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[Construction of new buildings](#) has taken place continuously at IUPUI for the past two decades, and this trend will continue. Given the current economic climate of the state, however, these new structures must be financed primarily with student, faculty, and staff fees for shared facilities (e.g., parking garages) and with private funds for buildings with specialized usage. Growth in sponsored research activity and in student enrollment have created enormous pressures on existing facilities, and a principal challenge for the future is to reconfigure current instructional

space to accommodate new pedagogies, as well as to provide additional space for classrooms and laboratories, new student housing with food service, and a campus wellness center. See Chapters 3 and 4 for further discussion of space needs.

***Core Component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.***

IUPUI is a financially sound institution, but not without its fiscal challenges. State appropriations for higher education in Indiana have increased only modestly in the past ten years and due to rising costs have dwindled as a percentage of the operating budget: 35 percent of IUPUI's general fund operations in FY 2012, down from 49 percent in FY 2002. Nevertheless, the practice of Responsibility Center Management (RCM) across the campus coupled with prudent management of resources by academic and administrative units has kept cost centers in the black. When a few units have experienced unplanned year-end shortfalls, central administrators have worked with the appropriate dean to develop a financial plan to restore fiscal health in one to three years.

**Responsibility Center Management**

Responsibility Center Management was initiated as a planning/budgeting approach at IUPUI in 1989. The annual state appropriation is allocated to the academic units according to a formula based on usage of various campus services. In turn, the deans are taxed to support the administrative services they use. To cover all their expenses, the deans must rely on student tuition and fees, indirect costs from sponsored research, and contributions from donors to supplement the funds they receive from the state. The health units also earn income from clinical practices that serve patients in the community.

RCM policies to date have provided one percent of the annual state fiscal appropriation to the IUPUI Chancellor for reallocation to campus priorities. Obviously, this places almost all of the financial resources in the academic units. Deans are responsible for managing and increasing their income streams. The ability to carry forward their own unspent operating dollars and reserve funds from year to year enables deans to engage in multi-year planning and budgeting. Along with modest annual or biennial increases in tuition, deans have enhanced income streams from additional sources, including private gifts, sponsored research, continuing education and training for executives and other external employee groups, and practice plans for physicians.

In 2003, when it appeared that there could be a cut of five percent or more in the state appropriation, the Chancellor appointed a Financial Planning Advisory Committee (FPAC) to develop a plan for addressing the anticipated cuts. The state's budget situation improved and significant decreases in the state appropriation were avoided. Nevertheless, deans began immediately to implement their plans for husbanding current resources and for increasing revenues from other sources and these efforts have enabled them to maintain solid financial positions throughout the past decade. Now a Resource Planning Committee (RPC), convened by the Vice Chancellor for Finance and Administration and comprising representatives of faculty

and staff governance as well as deans and vice chancellors, advises the Chancellor on planning and budgeting priorities.

### **Planning to Strengthen Quality**

Deans and vice chancellors submit [annual reports](#) detailing their own achievements, and the web-based template they use enables them to link each of their own goals to one of IUPUI's mission-related planning themes (i.e., Teaching and Learning, Research and Scholarship, Civic Engagement, Collaboration, Diversity, and Pursuit of Best Practices). Investments in a [Center for Teaching and Learning](#) (CTL), a [Center for Research and Learning](#) (CRL), a [Center for Service and Learning](#) (CSL), and the [Office of Diversity, Equity, and Inclusion](#), all of which are described later in this report and in their own web-based annual reports, emphasize IUPUI's commitment to these planning themes.

IUPUI has a history of achieving its planning goals. Using the representative goals listed previously on page X, we can illustrate this assertion. We have accomplished or are well on our way to accomplishing most of the campus priorities for 2007-2008:

- a. Cluster hiring and EVC Sukhatme's Support for the Recruitment of Underrepresented Faculty (SRUF) initiatives have increased the percentages of minorities and women in faculty ranks. Forty-three underrepresented faculty members have been hired, and forty-one retained, now that the programs are in their fourth year. The campus percentage of underrepresented faculty has risen from 19 to 24 percent in the past five years.
- b. Scholarship assistance from the campus general fund budget has more than quadrupled—from \$7,397,000 in FY 2002 to \$33,088,000 in FY 2012. Freshman-to-sophomore retention has climbed from 58 to 72 percent, and the six-year graduation rate has increased from 28 to 35 percent.
- c. More out-of-state and international students are enrolled. In Fall 2002, 644 out-of-state undergraduate students were enrolled at IUPUI; by Fall 2011 this figure was 1052, an increase of 63 percent. The total number (undergraduate and graduate students) of international students in Fall 2002 was 900, and had increased by 60 percent—to 1,446—by 2011.
- d. A dean of the [Honors College](#) was selected in 2009, and now a newly-remodeled space in the University Library provides an attractive environment for some 600 extraordinarily well-prepared Honors College students (also see Chapter 3).
- e. The position of Assistant Chancellor for [Diversity, Equity, and Inclusion](#) was created in July 2008. The first incumbent created the [Multicultural Success Center](#) the following year and in 2010 renovated space in centrally-located Taylor Hall to enhance the resources of that center to provide a welcoming environment for a variety of programs for diverse student groups (Chapter 3 contains further details). By Fall 2011 the percentage of IUPUI students identifying themselves as Hispanic/Latino, African American, Native American, Asian, Pacific Islander, or bi-racial had increased from 16 percent, where it had stabilized for nearly a decade, to 19 percent.
- f. IUPUI's multidisciplinary [Department of Public Health](#) within the School of Medicine has received an infusion of campus and private funding to increase the likelihood that it can be accredited in the next year as a School of Public Health. A baccalaureate degree

for training physicians' assistants has received all requisite university and state approvals. In 2008 the first BS in [Motorsports Engineering](#) in the U.S.—developed in the community famous for the Indianapolis 500 race—welcomed its first class of students, most of whom graduated in 2012 and immediately found jobs in the motorsports industry. Over the past dozen years, IUPUC has begun to develop and offer complete degree programs in response to community needs in South Central Indiana; these programs include Business (undergraduate and MBA), Psychology, Nursing, Education, General Studies, and most recently the MA in Mental Health Counseling.

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Sidebar: *“I’m absolutely thrilled to take on this challenge, I love what IUPUI is doing to **connect** with motorsports businesses, assess the industry’s challenges and develop students who are already exceeding everyone’s expectations. I’m excited to invest in these students and contribute to this remarkable program.”*

*Scott Raymond, Faculty Member, Motorsports Engineering Program at IUPUI*

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- g. In four rounds of competition, 37 interdisciplinary [Signature Centers](#) have been created. These centers, funded with approximately \$10M (\$1.5M annually supplied by Academic Affairs, matched with an equal amount from academic units), have attracted a total of \$136.5M in external funds since their founding. In 2010, Arizona State University’s Center for Measuring University Performance ranked IUPUI among the top 50 public research universities in the country.
- h. IUPUI’s [Translating Research into Practice](#) (TRIP) initiative was launched in 2007 and now encompasses more than 100 translational scholars. A web site contains examples of translational scholarship and encourages communication among faculty, staff, students, and the community. Each fall and spring a TRIP Community Showcase open to the community, as well as the campus, features the work of translational scholars.

The doubling goal for civic engagement set by Chancellor Bantz in 2003 was reached and exceeded within two years. The doubled sponsored research goal of \$474M was not quite attained, but this figure did rise to \$400M in 2010. The number of undergraduate degrees awarded annually has not doubled, but it has increased by nearly 20 percent—3,049 in 2002-03 to 3,633 in 2010-11. Over that same period, the number of graduate degrees (master’s, doctoral practice, and doctoral research) has increased by 67 percent—from 1645 to 2442.

Philanthropy has played a major role in enabling these achievements and in strengthening quality at IUPUI. In 2004 IUPUI announced that it had raised \$1.039 billion, making it the first public university in Indiana to surpass the \$1 billion mark in the course of a development campaign. Most of the dollars raised went into academic units. A new campaign is underway with a goal of obtaining \$1.25 billion by June 2013; to date over \$1.1 billion have been raised.

Human resources are deployed effectively and financial resources are invested to enhance the quality of the workforce at IUPUI. Faculty development is provided by the Center for Teaching and Learning (CTL), the [Offices of the Vice Chancellor for Research](#) and [Faculty Appointments and Advancement \(FAA\)](#), and many other campus-wide units, as well as through schools and departments. Staff development occurs through extensive and targeted [Human Resources Administration](#) (HRA) training, a generous fee remission program, and other opportunities,

depending on the staff member's needs and area of expertise. (See Chapter 3 for details on faculty development programs and Chapter 4 for staff development programs.) Responses to the 2009 IUPUI Faculty Survey indicated that two-thirds of the faculty were satisfied with "faculty development opportunities at IUPUI." Likewise, responses to the 2009 IUPUI Staff Survey indicated that approximately two-thirds of staff were satisfied with "the kinds of training currently available to me."

Students also benefit from professional and academic development opportunities provided by academic units and from leadership training, learning opportunities in student organizations, and personal and career counseling offered by Student Life professionals. (Further information about student development resources may be found in Chapters 3 and 4.) In 2009, 79 percent of first-year students and 66 percent of IUPUI seniors responding to the National Survey of Student Engagement (NSSE) indicated that IUPUI provides "the support you need to help you succeed academically" very much or quite a bit.

As a relatively young institution, IUPUI has only begun to cultivate its alumni. Nevertheless graduates are being encouraged to participate in increasing numbers of campus activities and to contribute not just treasure during development campaigns, but time on advisory boards as well. In 2011, 96 percent of the respondents to IUPUI's survey of alumni receiving bachelor's degrees said they were satisfied or very satisfied with the "overall quality of the education received at IUPUI."

***Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.***

Evidence presented in previous sections of this chapter demonstrates that academic units and central administrative units engage in planning for the future using information on environmental trends. The annual IUPUI [Performance Report](#) furnishes evidence that evaluation of practice and assessment of learning are ongoing and important sources of guidance for continuous improvement of programs and services.

In 1992 IUPUI's then-Chancellor, Jerry Bepko, created a new vice chancellorship for planning and institutional improvement. The first incumbent built a division that also serves IUPUC and encompasses institutional research, a testing center, comprehensive academic and administrative program review, activity-based costing for academic and administrative units, and institutional effectiveness. This investment in the division of Planning and Institutional Improvement (PAII), which has been recognized for its work by four national organizations, constitutes evidence of the importance accorded planning and evaluation at IUPUI.

Over the past two decades, PAII leaders have worked to foster a culture that values [evidence-based decision-making](#), to link planning and evaluation, and to ensure that measures of outcomes—particularly student learning outcomes—provide direction for continuous improvement of curriculum, instruction, and academic support and administrative services.

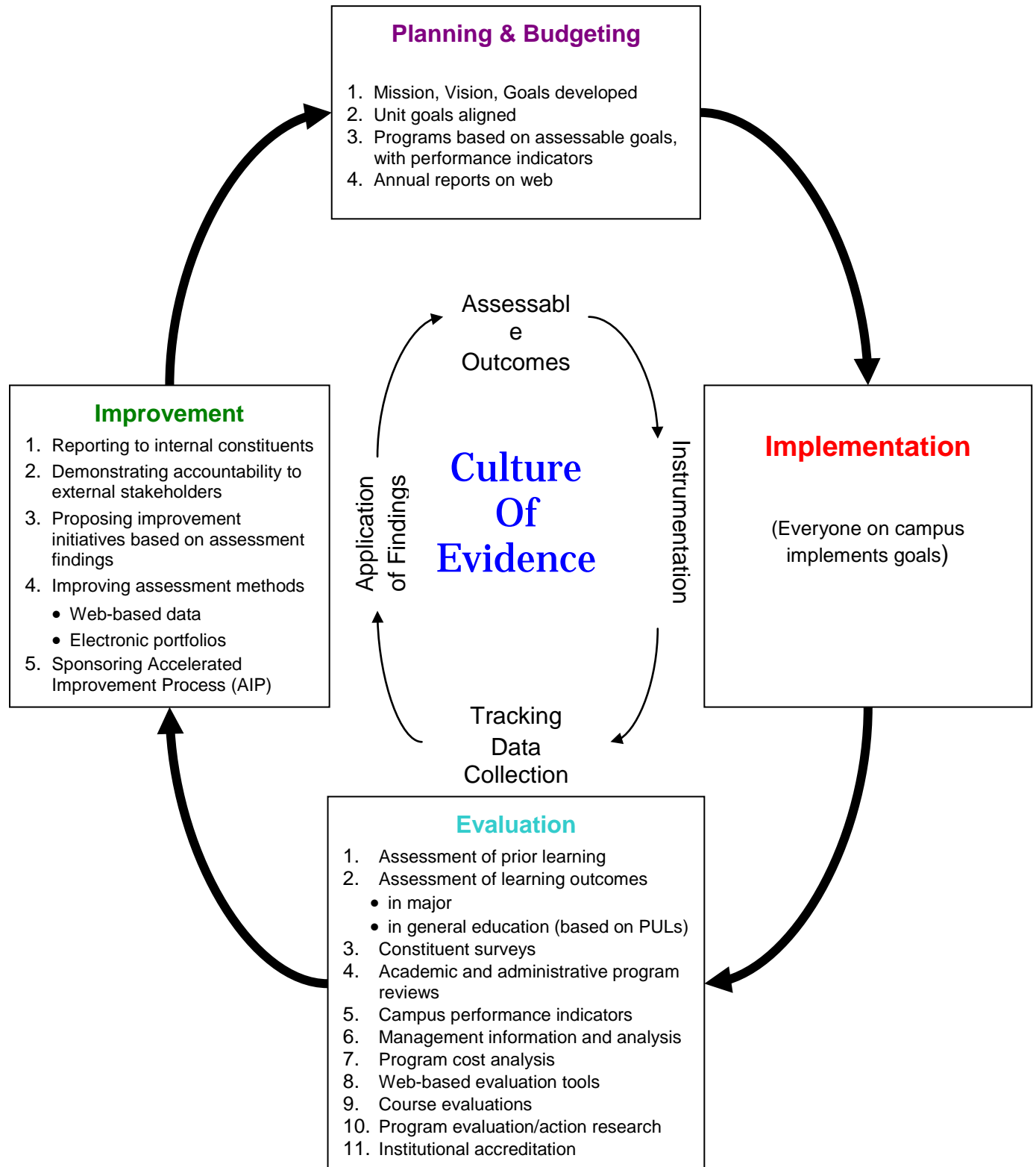
Figure 2.1 provides a visual depiction of the relationships among planning, implementation, evaluation, and improvement at IUPUI.

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Sidebar: *The National Consortium for Continuous Improvement recognized Indiana University-Purdue University Indianapolis for building a culture of evidence to improve learning at IUPUI in its inaugural competition for this award in 2008.*

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**Figure 2.1 Planning, Evaluation, and Improvement at IUPUI**



## Planning and Evaluation

PAII leaders have worked with the Chancellor, vice chancellors and deans, faculty and staff governance leaders, Student Government Association officers, and the IUPUI Board of Community Advisors to establish long-range plans for IUPUI. In 2002 IMIR staff built a web-based template for [deans' and vice chancellors' annual reports](#) that ensures alignment between unit and campus planning themes. PAII staff scan these reports multiple times during the year to respond to questions about campus initiatives that originate within Indiana University, in the Indianapolis community, or in state or national organizations. One section of the template asks for evidence of progress toward unit goals. This information, coupled with data collected centrally, is reviewed for each of ten mission-related goals by a designated group of campus stakeholders every year. Each group determines the level of progress made over the past year on the goals it is considering and assigns a green (achieved, or good progress), yellow (not yet achieved, or progress not optimum), or red (not achieved, or little to no progress) light. The designated colors accompany a narrative on campus-wide progress on planning goals that is published annually in print and online as the IUPUI [Performance Report](#).

In preparation for the [2012 reaffirmation visit](#), each academic dean was asked to prepare a [ten-year summary of school initiatives and outcomes](#) related to IUPUI's major planning themes. These documents provided valuable source materials for the teams assembling evidence for the self-study. Subsequently, they have also become recommended background reading for new deans and serve as foundation documents for school strategic planning efforts.

In addition to writing the IUPUI *Performance Report*, staff in the Office of Institutional Effectiveness develop an annual report on outcomes assessment at IUPUI. This report offers an overview of the evaluative activities undertaken each year, including assessment of learning in academic units, surveys conducted by IMIR staff, and academic and administrative program review. (See [IUPUI Campus Assessment Reports](#).)

## Central Data-Collection Systems

IMIR staff collect environmental scanning and benchmarking data from a variety of external sources. They work with other campus offices to develop annual management ratios in the areas of enrollment, personnel, finances, and research. In addition, IMIR staff administer the following surveys periodically:

- [Continuing Student Satisfaction and Priorities Survey – Version A](#)\* – every third year
- [Continuing Student Satisfaction and Priorities Survey – Version B](#)\* – every third year
- [National Survey of Student Engagement](#) (NSSE) – every third year
- IUPUI [Faculty Survey](#) – at 3-4-year intervals
- IUPUI [Staff Survey](#) – at 3-4-year intervals
- IUPUI [Undergraduate Alumni Survey](#) – every third year
- IUPUI [Graduate Alumni Survey](#) – every third year
- [Student Pulse Survey](#) (some 10-15 questions on a single topic) – twice per semester



(\*In order to keep the survey to a manageable length, two versions of the Continuing Student Survey were created, each containing different sets of items.)

A full [schedule of planned surveys](#) is available online. Most locally developed surveys listed above include some common items to permit triangulation.

Over the years, student dissatisfaction with the social environment at IUPUI has been instrumental in decisions to establish the Office of the Vice Chancellor for Student Life and to build the Campus Center and new student housing on campus. In response to lower-than-desired student appraisals on the NSSE of involvement in enriching educational experiences like learning communities and group work in class, many more learning communities were developed and offered and additional opportunities for peer interaction in learning were introduced. In 2009 students' responses to the related NSSE items indicated significant improvements in satisfaction, as shown in Tables 2.1 and 2.2.

**Table 2.1 NSSE Benchmark Results for IUPUI 2002-2009  
First-Year Students**

NSSE Benchmark	(Scale Scores from 1 to 100)			
	2002	2004	2006	2009
Active and Collaborative Learning	37.5	40.1	42.2	45.3
Enriching Educational Experiences	NA <sup>1</sup>	23.9	27.9	29.3

**Table 2.2 NSSE Benchmark Results for IUPUI 2002-2009  
Seniors**

NSSE Benchmark	(Scale Scores from 1 to 100)			
	2002	2004	2006	2009
Active and Collaborative Learning	47.0	46.2	49.1	51.1
Enriching Educational Experiences	NA <sup>1</sup>	33.0	36.9	40.0

<sup>1</sup> A different response format was used in 2002.

First-year experiences offered in University College, including peer mentoring, math assistance, first-year seminars, and themed learning communities, are evaluated annually for their effects on

persistence, overall GPA, and student satisfaction, and these [assessment data](#) are used to expand, strengthen, or eliminate programs. For example, early NSSE results revealed that first-year students who participated in Themed Learning Communities (TLCs) were more engaged in their college experience than students who did not. (TLCs, which are discussed in some detail in Chapter 3, are built around two or three linked core courses, such as composition and history, in which freshmen enroll as a cohort during their first semester.) This survey finding encouraged faculty leaders to expand the program, creating new TLCs on such topics as African-American Perspectives, Crime in America, and Health and Wellness, as well as TLCs for prospective Engineering and Business majors, among others.

Division of Student Life staff focus their [initiatives](#) on strengthening students' generic intellectual skills, assessing the effectiveness of these efforts, and then making warranted improvements. The Center for Service and Learning staff collect and use evidence of civic engagement and of student learning in service learning courses. In addition, [Solution Center](#) staff assess student performance in internships. (See Chapter 4 for additional information on assessment of Solution Center internships.)

## **Program Review**

[Program review](#) for academic and administrative units is the most comprehensive evaluation process administered centrally at IUPUI. It is coordinated by the Director of Program Review in the Office of Planning and Institutional Improvement. This collaborative process brings to bear the collective judgment of respected colleagues in assessing and improving the quality of academic units. Program review involves students, faculty, community members, school and campus administrators, and external specialists in

- gathering information about the entity being reviewed,
- reviewing and analyzing this information during a site visit,
- synthesizing all available information and making judgments about quality and recommendations for improvements, and
- following up to ensure that the entity being reviewed is fully supported in its efforts to address the outcomes of the review.

Program review at IUPUI is based fundamentally on our three principal planning themes of Teaching and Learning; Research, Scholarship, and Creative Activity; and Civic Engagement, as well as the cross-cutting themes of Collaboration, Diversity, and Pursuit of Best Practices. Comprising the review team for each unit, which will spend two or two-and-a-half days engaged in a campus visit, are the representatives of three stakeholder groups: (1) two or three experts in the relevant discipline from outside Indiana, who can provide informed perspectives on teaching and learning, research and scholarship, and exemplary administrative practice; (2) a community leader who can reflect the community's perspective on the IUPUI entity under review and simultaneously make recommendations for enhancing the institution's civic engagement; and (3) two internal representatives from related departments who can reflect on the unit's reputation within IUPUI and make recommendations for increasing cross-disciplinary collaboration.

Conscientious follow-up is critical if program review is to reach its full potential for continuously improving academic programs and administrative services. IUPUI administrators have concentrated particular attention on this process. Within a month of the date of the site visit, external and internal reviewers collaborate to produce a single written report summarizing the strengths of the unit, suggesting potential new directions, and recommending warranted changes. Within six months of receipt of the reviewers' report, program faculty and/or staff (in the case of administrative units) draft a written response to the reviewers' report, addressing each recommendation.

Within a year of the date of the site visit, the dean or vice chancellor responsible for the unit reviewed meets with the unit head, the Executive Vice Chancellor, and other appropriate members of the campus administration, as well as the two internal members of the review team. The purpose of this meeting is to bring to bear all the university resources that may be needed to assist the unit in making essential improvements. In subsequent years the unit's progress in each targeted improvement area should be addressed in its annual performance report and planning/budgeting review.

Program review has provided the stimulus for some kind of improvement in virtually every unit reviewed since the process was initiated in 1994. Perhaps the recommendation offered most often is that units engage in more systematic planning. Long-range and strategic planning are occurring far more frequently in departments and schools at IUPUI now than prior to 1994. Reviews of component units in Student Life and University College have led to new directions for programming and increased investment in effective initiatives. Faculty in academic units have implemented recommendations that they revise curricula, provide additional support for students, or focus future hiring in specific areas.

In response to a program review in 2009, faculty in the Department of Physical Education revised all curricula to focus on innovative offerings delivered in a maximum of 124-125 credits. Four-year plans of study and assessment plans that mapped appropriate measures to student learning outcomes were developed for all students majoring in the discipline. Likewise, as a result of a recommendation from their visiting team, School of Informatics faculty engaged in a planning process that produced curriculum revisions and plans to hire new faculty to internationalize the curriculum and to foster diversity in teaching, research, and service. Still another review resulted in a new governance structure in the Department of Religious Studies, one that is more collaborative and promotes shared decision-making through three new committees: Curriculum, Student Affairs, and Assessment.

***Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.***

As described above, both the campus as a whole and individual units are encouraged to do their own planning for the future, but to do so within the framework of [IUPUI's mission and principal planning themes](#).

Faculty Council Planning and Budgetary Affairs Committees at IUPUI and the Budgetary and Resources Policy Committee at IUPUC pursue their own issues throughout the year, but come together periodically to learn about budget parameters. Members of these committees review the web-based annual reports of deans and vice chancellors and thus are prepared to ask pertinent questions in planning/budgeting hearings that are held in January and February each year. For the last three years so-called “Cluster Conversations” have been substituted for one-hour hearings for individual deans and vice chancellors. Four clusters of deans and vice chancellors spend three hours each, first in brief (seven-minute) individual presentations, then in conversation with fellow administrators and members of the Planning and Budgetary Affairs Committees, new ideas, priorities, and strategies are proposed. One suggestion emerging from the 2010 Cluster Conversations was implemented immediately: A grant writer who could assist faculty across the campus in developing proposals was hired within the Office of the Vice Chancellor for Research. In 2011 sports administration emerged as a cross-disciplinary interest, and several deans volunteered to pursue joint approaches to academic programming and research in this arena, building on the reputation of Indianapolis as “the Amateur Sports Capital of the United States.”

While the limited resources available to the Chancellor in the RCM environment do not permit huge campus investments in new priorities, some new initiatives are possible over the course of a decade. Increased scholarship funds have been made available through central investment and new multi-disciplinary programs in Biomedical Engineering, Public Health, Forensic Science, Health Informatics, and Motorsports have been supported.

## **Strengths and Challenges**

### **Strengths**

- Successive institutional plans have consistently set high expectations for IUPUI and have reflected commitments to innovation and collaboration, the principal themes of this self-study.
- IUPUI has achieved national and international recognition as a model of interinstitutional collaboration created through the partnership between Indiana University and Purdue University.
- At IUPUI, planning, resource allocation, evaluation, and improvement processes are explicitly connected. The division of Planning and Institutional Improvement was created in 1992 to ensure that these connections are maintained and strengthened continuously. Effective planning and evaluation processes enable IUPUI to fulfill its mission, improve the quality of education for its students, and respond to future challenges and opportunities.
- Through integration of an urban undergraduate campus with a full complement of strong professional schools, a true health sciences campus has emerged at IUPUI in which faculty in every school are involved in collaborations to create and offer health-related programs of instruction, research, and civic engagement.

- A Resource Planning Committee, convened by the Vice Chancellor for Finance and Administration and comprising representatives of faculty and staff governance, as well as deans and vice chancellors, advises the Chancellor on planning and budgeting priorities.
- Philanthropy has played a major role in strengthening quality at IUPUI. IUPUI was the first public university in Indiana to surpass the \$1 billion mark in the course of a development campaign and has done so now in two successive campaigns.
- Program review for academic and administrative units is the most comprehensive evaluation process administered centrally at IUPUI, involves students, faculty, community members, school and campus administrators, and external specialists in effective collaborations that improve academic programs and administrative units.

## **Challenges**

- The last comprehensive institution-wide planning initiative was completed in 2002, and the last revision of the IUPUI mission statement occurred in 2005. While IUPUI's plans have been monitored and new strategic objectives established annually, a new long-range plan is needed. During Fall 2012 the new EVC, Nasser Paydar, will lead a comprehensive planning process and new performance indicators and management ratios to meet the needs of current decision-makers will be developed. This iteration of institution-wide planning will be informed by the advice of the HLC visiting team.
- While academic deans and vice chancellors understand and support IUPUI priorities for planning and budgeting, the faculty, staff, and students are less well acquainted with these priorities. Efforts have been made to keep these stakeholders better informed, but the campus is a large, complex community, and clear communication of campus objectives and plans for the near future will continue to be a challenge for IUPUI administrators.
- Aspirations to double the quantity of externally-funded research have brought the campus close to achieving that goal, but in the process have created an enormous need for more space in which to conduct research. Engaging pedagogies demand classroom space of a different kind—tables and chairs that accommodate work in small groups as opposed to lecture halls with fixed seats. Increasing student housing on campus has already created the demand for a campus center—which has been met—but now a recreation and wellness center is needed, along with more food service and even more housing. In 2012 deans and vice chancellors serving on the Resource Planning Committee identified the need for additional classroom and laboratory space as the highest campus priority. This will be a difficult priority to achieve in an era of increasingly constrained public and private funding sources.

### **Chapter 3: Student Learning and Effective Teaching**

*The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.*

Collaboration across and within disciplines and adoption of innovative practices are hallmarks of IUPUI's approach to enhancing student learning and fostering effective teaching. Our Center for Teaching and Learning is an interdisciplinary hub of best practices, supported jointly by Academic Affairs, the University Library, and IU's University Integrated Technology Services (UITS). IUPUI is distinctive in infusing student learning into the missions of the Center for Service and Learning (CSL) and the Center for Research and Learning (CRL). The Office of International Affairs works with faculty to assure that our programs abroad meet high standards for international learning. This chapter includes numerous other examples of collaboration and innovation undertaken to ensure and enhance our success in fulfilling our educational mission and presents evidence that these efforts have been productive.

The development of an effective first-year experience has been a key emphasis over the past two decades, reflecting the high priority we place on improving retention, graduation, and student academic success. Retention and graduation rates are also emphasized in current state funding guidelines for higher education. First-year seminars are taught by collaborative teams representing both academic and support units, and many are components of interdisciplinary Themed Learning Communities, discussed later in this chapter. From first-year experiences through culminating capstone courses, undergraduate programs emphasize integrative learning, and interdisciplinary degree programs and certificates are becoming increasingly widespread. Graduate and professional programs frequently incorporate interdisciplinary learning as well and are supported through a wide array of relationships with clinical faculty and community partners. Interdepartmental faculty communities of practice initiate curricular innovations. This work unfolds against a backdrop of assessment that helps to assure us and our students that their learning experience at IUPUI meets or exceeds appropriate standards. We are proud that, in 2006, IUPUI received the Council for Higher Education Accreditation (CHEA) award for Institutional Progress in Student Learning Outcomes for implementing and assessing our Principles of Undergraduate Learning, and that, in 2008, we were recognized by the National Consortium for Continuous Improvement in Higher Education with an award for building a culture of evidence to improve learning at IUPUI.

IUPUI's conceptual framework for evidence-based decision-making and institutional improvement, displayed in Figure 2.1, demonstrates how we integrate our mission and vision with planning, implementation and evaluation as a comprehensive cycle. In the remainder of this chapter, we demonstrate that IUPUI is fulfilling its mission as an educational institution by stipulating learning outcomes for all degree programs, assessing these outcomes, valuing and encouraging teaching excellence, creating innovative and effective formal and informal learning environments, and investing institutional resources in support of student learning and effective teaching.

***Core Component 3a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.***

IUPUI clearly differentiates learning goals for undergraduate and graduate programs. The [Principles of Undergraduate Learning](#) (PULs), IUPUI’s principles-based statement of the learning outcomes every undergraduate should attain, have provided the framework for undergraduate learning for twenty years and are described in detail under Core Component 4b. Since 2010, all undergraduate programs have been mapping and evaluating the PULs emphasized in each undergraduate course; the campus reports attainment of the PULs for seniors as a continuing assessment strategy. Some professional schools have mapped the PULs to professional accreditation standards. For example, the Kelley School of Business undergraduate program adopted the [Principles of Business Learning](#) (PBLs) in 2004. The School of Nursing has further differentiated PUL-based learning outcomes for each level of the undergraduate experience. More recently, our Graduate Affairs Committee (2009) and Indianapolis Faculty Council (2011) approved the [Principles of Graduate and Professional Learning](#) (PGPLs), described later in this chapter. All undergraduate and graduate programs have also articulated discipline-specific learning outcomes.

### **Outcomes and Assessment in Undergraduate Programs**

Multiple sources of evidence are used to assess undergraduate student learning directly, including, among others, embedded authentic course assessments, [PUL evaluation](#), electronic portfolios, discipline-based standardized tests, and licensure exams, and indirectly through surveys of practicum supervisors, internship directors, and students themselves. Indirect sources of evidence of student learning include the National Survey of Student Engagement (NSSE) and a suite of locally developed surveys—among others, a Continuing Student Satisfaction and Priorities Survey (CSSPS) and a recent alumni survey. Courses and faculty are evaluated by students at the end of each semester. Some programs administer their own exit and alumni surveys. Our Office of Information Management and Institutional Research analyzes grade performance data, DFW rates for Gateway courses, and overall retention and graduation rates by program across populations of interest. Our annual [IUPUI Assessment Report](#) provides a comprehensive look at assessment and improvement efforts institution-wide.

*Assessment of the Principles of Undergraduate Learning.* Through institutional collaborations among faculty, administrators in academic affairs, and technology services, we have made significant improvements in documenting and assessing student progress in mastering the capacities represented by the Principles of Undergraduate Learning. In 2009, faculty identified PULs with “major emphasis” and “moderate emphasis” in all regularly taught undergraduate courses. A grid, available online, representing approximately 4,000 courses across the campus, serves two important purposes: supporting faculty efforts to assure that all students majoring or minoring in each program have multiple opportunities to learn each PUL, not only in courses offered by the department, but also in required or elective courses offered by other departments; and providing a reference for advisors as they help students to select an array of courses that will ensure proficiency with the PULs by the time they graduate.

Since Spring 2010, faculty have assessed mastery of identified “major” and “moderate” PULs in each course as part of the final grading process. Most departments have adopted a five-year cycle for PUL assessment in undergraduate courses. Though data from all assessments are returned to the appropriate schools, the campus publicly reports the results of 400-level course assessments as a proxy for student attainment at or near graduation. For 2010 and 2011, initial assessment results represent an encouraging first look, with mean results from the 400-level courses ranging from a low of 3.17 to a high of 3.84 on a 4-point scale (where 1 = Not at All Effective and 4 = Very Effective). See Appendix A for a summary table of faculty ratings of student performance on the PULs of major emphasis in 400-level courses. Students are also asked to rate their own effectiveness on the PULs and the Office of Information Management and Institutional Research compares these self-ratings of PULs across schools. See Appendix B for Undergraduate Student Self-Ratings of Effectiveness on the Principles of Undergraduate Learning Scales.

IUPUI schools received their first PUL assessment reports in early Fall 2010, and the larger schools requested future reports sorted by department to permit closer examination. The five-year cycle begun in Spring 2010 will not complete its first iteration until Fall 2014, but faculty review of accumulating data has already begun. A task force chaired by the Associate Vice Chancellor for Undergraduate Education is considering these reports as it develops recommendations for adoption of a General Education 30-credit Common Core for undergraduate degree programs, newly mandated by the state legislature for all Indiana public postsecondary institutions. In February 2012, the school associate deans for undergraduate programs convened to discuss further use of the PUL assessment data and plans for curriculum review and revision based on student attainment of the PULs. Each year, schools complete reports for the Program Review and Assessment Committee (PRAC) which outline their assessment projects, outcomes, and plans for improvement, including PUL assessment. (These reports are discussed in detail later in this chapter.)

As a unit of IUPUI, IUPUC has implemented the PULs. In Fall 2010, IUPUC faculty also began work on a campus-specific general education initiative, developing a set of shared student learning outcomes tailored to the IUPUC context. With a more limited range of academic program options at IUPUC, faculty focused this initiative on assessment of student learning in courses commonly taken at IUPUC before transfer to IUPUI. IUPUC’s Assurance of Learning Committee plans full implementation of the general education initiative in Fall 2012. This initiative is discussed in greater detail in Chapter 4.

Even prior to implementation of regular PUL assessment and reporting cycles, faculty survey results suggested that faculty members were familiar with the PULs and that most were evaluating them in their undergraduate classes. In a 2009 faculty survey, 67 percent reported that they evaluated PULs.

**Table 3.1. Faculty Survey 2009  
Principles of Undergraduate Learning**

<i>Principles of Undergraduate Learning (PULS)</i>	<b>N</b>	<b>Very Much</b>	<b>Quite a Bit</b>	<b>Some</b>	<b>Very Little</b>	<b>Mean</b>
<i>Percentages</i>						



To what extent are you familiar with the PULs?	279	52.3	27.6	10.8	9.3	3.23
To what extent have you incorporated the PULs in the undergraduate classes you teach?	240	39.6	35.0	14.6	10.8	3.03
To what extent has your department incorporated the PULs in the undergraduate curriculum?	235	41.3	27.2	20.4	11.1	2.99
To what extent do you evaluate student learning of the PULs in the undergraduate classes you teach?	244	35.7	30.7	18.9	14.8	2.87

*Scale: 4=“Very Much,” 3=“Quite a Bit,” 2=“Some,” 1=“Very Little”*

This survey is repeated every three years, so the 2012 survey results should reflect the substantial work on faculty evaluation of PUL achievement accomplished in the last three years.

Articulation and assessment of general undergraduate learning outcomes extends beyond the classroom and the formal curriculum at IUPUI. Faculty members also define the civic learning outcomes and assessment procedures for the courses they teach, as well as for program-wide curricula. The Center for Service and Learning has developed a model, the “Civic-Minded Graduate,” and provides resources and technical assistance for assessing civic outcomes, including a range of workshops and funding opportunities, described later in this chapter. The Campus Advising Council, comprising faculty and staff advisors and administrators across campus, has defined the mission, vision, values, and student learning outcomes for all advising on campus. Each learning outcome is aligned with one or more of the PULs (see Appendix L). In 2009-2010, the Division of Student Life adopted the PULs as its set of learning outcomes and mapped them to programs, services, and activities provided in the seven Student Life units. The following year, the division developed and implemented an assessment instrument to measure the Student Life Learning Outcomes in its various programs, services, and activities, reporting initial [results](#) in Summer 2011. The Student Life PUL initiative is discussed in detail in Chapter 4.

*Assessment of Discipline-Specific Outcomes for Undergraduate Programs.* While the Principles of Undergraduate Learning provide an overarching framework for undergraduate education, discipline-specific student learning outcomes are communicated to students within each degree or certificate program. Program learning outcomes are posted on school web sites and can be accessed from a centralized location on the [Registrar’s web site](#). In addition, each school documents assessment plans for its programs. The plans and resulting data are regularly reviewed by faculty curriculum committees so that programs can make evidence-based adjustments. For example, the Kelley School of Business undergraduate program faculty developed an embedded course assessment process in 2006. Each required business course provides a list of goals related to PULs and methods of measuring progress toward the course

goals.

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[Sidebar: Example of Program Outcomes from the Bachelor of Science in Nursing Program: All graduates of the bachelor's degree program are expected to demonstrate the following qualities as:

- A critical thinker who demonstrates intellectual curiosity, rational inquiry, problem-solving.
  - A culturally competent person who provides holistic nursing care to a variety of individuals, families, and communities.
  - A knowledgeable care coordinator who facilitates access to resources necessary to meet health care needs of individuals, families, and communities.
  - An individual who understands the political dynamics in various settings and participates in the change process to shape health care policy.
  - An individual who practices within an ethical and legal framework for the nursing profession.
  - An effective communicator who is able to share accurate information.
  - A competent provider of nursing care who functions in various professional nursing roles in structured or semi-structured health care settings.
  - A professional role model who promotes a positive public image of nursing.
  - A responsible manager who balances human, fiscal, and material resources to achieve quality health care outcomes. ]
- 

Another important element of assessment at IUPUI, given the large number of professional programs we offer, is specialized accreditation. [Forty programs, departments, or schools](#) at IUPUI hold specialized accreditation and regularly conduct self-studies for that purpose. The delineation of programmatic objectives and learning outcomes by a specialized accreditor provides guidelines that many disciplines build on in defining their own distinctive programs. For graduate and professional programs particularly, such specialized accreditation standards are an important driver for defining student learning outcomes and for developing solid assessment practice. Faculty in such programs as Education, Nursing, Business, and Engineering have tended to be leaders in campus assessment initiatives.

The Master of Library Science program, for example, encompasses seven clearly identified learning outcomes that are mapped to competencies established by the American Library Association. The school uses both direct and indirect measures to assess student learning of these outcomes. In Indianapolis, the school has customized the IUPUI ePortfolio to assess the program as a whole and to determine areas that may need improvement. In addition, an exit survey of graduating students gathers information about perceived quality of the program, and the school's alumni board is consulted regularly to determine whether teaching is relevant and appropriate for current professional practice. Alumni also provide informal feedback on how well the program prepared them to acquire a professional position and meet its demands.

*University College Assessments of the First-Year Experience.* University College (UC) at IUPUI offers a comprehensive range of programs and services to beginning undergraduate students. The college's strong commitment to assessment and evaluation is driven by a steadfast focus on continuously improving student academic achievement and persistence. Outcomes assessment

for first-year programs requires careful conceptualization of the processes and relationships involved before choosing measures and evaluation designs. Thus, the UC assessment strategy includes a three-phase approach, including needs assessment, process assessment, and outcomes assessment. All three phases employ mixed-method approaches that involve a combination of qualitative and quantitative methods, as well as indirect and direct measures of students learning. A sampling of report results related to assessments of the first-year experience may be reviewed [on the UC research website](#). Further information about UC assessment appears later in this section.

*Assessment of Engaged Learning Experiences.* IUPUI was among the first institutions to adopt the National Survey of Student Engagement (NSSE), participating in a 1999 pilot, and subsequently administering the survey every two or three years. The NSSE has enabled us to acquire longitudinal data for evaluating a variety of teaching and learning strategies, particularly our first-year experience programs. In 2006, the campus was invited to participate in the NSSE Institute for Effective Educational Practice “Learning to Improve: A Study of Evidence-Based Improvement in Higher Education,” because we showed a pattern of improved NSSE results over time for first-year students. NSSE asked us to identify the activities that led to improved performance and to draw lessons to inform improvement efforts on other campuses.

One of the factors contributing to the improved scores has been the maintenance of UC as a student-centered, evidence-based unit that coordinates academic support programs for entering students. Examples of the UC programs, practices, and policies identified as contributing to the improvements in NSSE ratings included the development of the campus-wide Council on Retention and Graduation; the promotion of high-impact practices like learning communities, service learning, and early intervention programs (experiences that have been linked to student learning and academic success); the expansion of Themed Learning Communities and Summer Bridge programs; and the development and implementation of the Personal Development Plan (PDP).

**Table 3.2. NSSE 2002-2009:  
IUPUI Improved on Five Measures – First-Year Students**

- Active and Collaborative Learning: How often students participate in class and collaborate with other students in solving problems or mastering difficult material.
- Active Learning: Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings.
- Collaborative Learning: Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily during and after college.
- Supportive Campus Environment: The extent to which students perceive the institution is committed to their success, provides institutional support for academic success, and cultivates high quality student relationships with faculty, administrators, and peers.
- Student-Faculty Interaction: How often students interact with faculty members inside and outside the classroom.

<b>Table 3.3. NSSE Benchmark Results for IUPUI 2002-09 First-Year Students</b>					
	<b>IUPUI</b>				<b>National Norms</b>
<b>NSSE Benchmark</b>	<b>2002</b>	<b>2004</b>	<b>2006</b>	<b>2009</b>	<b>2009</b>
Level of Academic Challenge	51.6	51.7	51.8	53.3	53.7
Active and Collaborative Learning	37.5	40.1	42.2	45.3	43.2
Student-Faculty Interaction	32.7	35.5	38.3	35.6	34.6
Enriching Educational Experiences	NA	23.9	27.9	29.3	28.0
Supportive Campus Environment	51.3	56.4	56.1	60.7	61.6

**Sharing the Results of Assessments of Undergraduate Learning: Accountability and Transparency.** Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves. Here are some examples of our adherence to this principle:

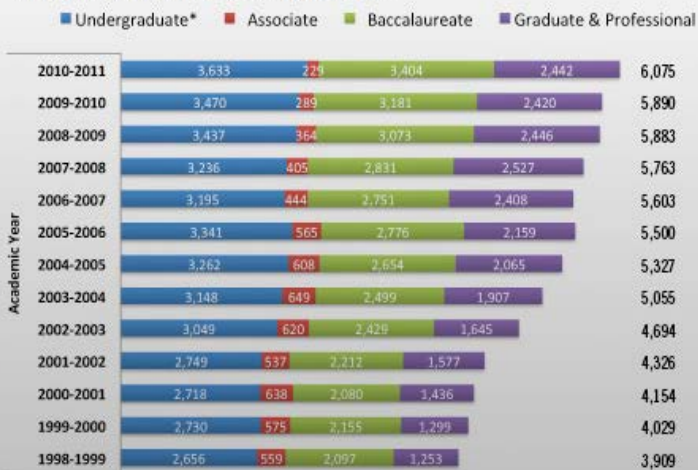
- As is noted in Chapters 1 and 2, performance indicators for teaching and learning are communicated widely and results are publicly accessible, along with supporting data, on the campus's online [institutional portfolio](#), as part of the campus's annual *Performance Report*. The online version of the *Performance Report* includes supporting unit reports, making it easy for electronic visitors to locate accountability information.
- IUPUI integrates external accountability data into the assessment of student learning. For example, retention and graduation rates are transparent, available online, and discussed in many meetings. In addition to the institutional portfolio, we have developed a [Dashboard Report](#) that outlines trend data over ten years for most of our performance indicators and is available one click from the IUPUI home page. Here is one example from the Dashboard:

**Figure 3.1**



## Degrees awarded

Through improved retention and shortest path to graduation, the number of IUPUI degrees awarded continues to show steady growth.



- Aggregate PUL assessment data and survey reports are posted publicly on the [IMIR web site](#). Faculty and staff use these data regularly for planning and improvement.
- Other reports publicly available on the web include IMIR reports, UC assessment reports and presentations, programmatic/professional accreditation self-studies, and campus/school/division/program assessment reports. (Specific locations are referenced throughout this chapter.)
- The IUPUC Office of Institutional Research, established in 2011, has increased availability of assessment results to IUPUC internal and external constituents.
- IUPUI leaders make presentations on student learning and assessment at local, national and international venues, and frequently publish on these topics in print and on the web.

## Outcomes and Assessment in Graduate and Professional Programs

*Assessment of the Principles of Graduate and Professional Learning.* As faculty mapped the PULs to their program learning outcomes, those in units with graduate programs recognized the continuity of these skills and abilities beyond undergraduate study. For instance, graduate and professional students are expected to demonstrate evidence of solid communications skills, albeit at a higher level than for undergraduates, and most graduate/professional programs today expect students to develop advanced critical thinking skills and growing understanding of diversity and/or global relationships. Consequently, faculty in several departments began to align the PULs with their graduate programs and called for consideration of similar principles geared toward graduate and professional study. A subcommittee of the Program Review and Assessment Committee developed a framework, and the Graduate Affairs Committee completed its approval of the new Principles of Graduate and Professional Learning (PGPLs) in Spring 2010, with endorsement by the IUPUI Faculty Council following in Fall 2011. The full statement provides examples illustrating the ways in which graduate and professional principles are distinguished from those for undergraduate study, including differences in assessment based on practices of comprehensive examinations and scholarly research typical in advanced study. (See the complete statement at <http://academicaffairs.iupui.edu/plans/graduatePrinciples.cfm>.)

The Curriculum Committee of the Graduate Affairs Committee has articulated and published criteria for ensuring that graduate course content is aligned with appropriate levels of learning for graduate students. The committee is also responsible for approving every new graduate course, as well as for approving substantive changes to existing courses. The documents on the Curriculum Committee [web site](#) include guidelines for designing and evaluating graduate courses at IUPUI, information on graduate course characteristics, and Bloom's Taxonomy Guide.

*Assessment of Discipline-Specific Outcomes for Graduate and Professional Programs.* Every program ending in a degree or certificate communicates terminal program learning outcomes that are accessible centrally from the [Registrar's web site](#). Graduate and professional program faculty closely monitor their graduates' success on licensure examinations and their professional employment history as means of determining accomplishment of program learning outcomes. Student evaluations of graduate courses are also routinely used as a tool for improvement in many programs. One example of the surveys regularly administered to graduate students is found [here](#) for Clinical Psychology (see Graduate Program Guidelines). At the program level, changes to the curriculum occur as a result of continuous evaluation; evidence attesting to this process is on the [Graduate Affairs Committee web site](#), where the record shows that curricular modifications were made to two M.S. degrees (Physiology and Clinical Research) and to four Ph.D. degrees (Anatomy, Medical Biophysics and Biomolecular Imaging, Medical Genetics, and Neuroscience) during the 2010-2011 academic year.

Multiple sources of evidence are used to assess graduate and professional student learning. Although course grades are important, additional direct and indirect sources of evidence also play a role. For example, master's level programs typically assess the student's ability to successfully complete either an internship or a capstone experience. Doctoral programs include built-in assessments and outcomes at multiple stages to ensure that students acquire the knowledge base required for the discipline and to determine whether that knowledge has been internalized. Students are held to high grading standards (B or better in each course) and assessed through written and/or oral examinations developed by program faculty (see [Biochemistry example](#)).

To progress to Ph.D. candidacy, students are typically required to pass oral and written examinations demonstrating that they have matured to the point that they can write a clear research proposal and defend it. Ph.D. training culminates in the dissertation and dissertation defense. Students are assessed continuously during this stage through regular required meetings of their research advisory committees. Progress toward the research goals, growing research prowess of the student, and the ability to interpret results are all evaluated in the committee meeting format; in some programs, these meetings are graded. Direct measures of student success at this level may include the student's ability to earn independent funding during the later stages of the Ph.D. research, to publish peer-reviewed manuscripts based upon the research, and to find placement at the next level of career development. Students who fail to meet standards can be and have been dropped from their programs at any of these levels, including the final defense of the dissertation.

In 2008, IMIR conducted [a survey of graduate and professional students at IUPUI](#).

Approximately 90 percent of respondents rated their academic experience and interactions with faculty excellent or good. Responses to questions about program contributions to in-depth knowledge in the discipline and to students' research skills and research were more positive for doctoral students than for master's students, reflecting the more research-intensive focus of doctoral programs.

*Assessment in the School of Medicine.* The School of Medicine (SOM) is located at nine Centers for Medical Education (CME) across the state, from Evansville in the south to Gary and South Bend in the north. With a student body of approximately 1,300 students and an average entering-class size of 322 in its M.D. program, SOM is the nation's second largest medical school. Statewide educational equivalence is ensured through adherence to the [80% Core Curriculum](#), a comprehensive set of discipline-specific learning objectives. In 1999, SOM became one of the first medical schools in the country to implement a competence-based curriculum. Learning objectives and assessment methods for this curriculum are published [online](#). Assessment measures include statewide knowledge exams; objective structured clinical examinations (OSCEs); demonstrations of competence and skills achievement; and observation of interactions with patients. Appropriate committees in the SOM review school-wide data, including aggregate scores across disciplines and branch campuses, pass rates, and students' evaluations of courses and instructors.

SOM faculty adopted a set of guiding principles in March 2010 to steer a critical review of the existing curriculum. More than 200 students, faculty, and staff are collaborating to update learning outcomes, identify content and types of learning experiences that will help students meet those outcomes, and design assessment strategies to ensure student competence. After a successful retreat in May 2011, leaders of this effort are developing Phase 2, with the intent of piloting the new curriculum in Fall 2012.

The medical school includes an undergraduate-level [Health Professions Program](#) that offers a variety of associate and bachelor's degrees. The school's Office of Undergraduate Medical Education, along with a faculty team, has made significant progress in developing and implementing an integrated behavioral science curriculum that aligns with SOM's competence-based curriculum as part of an NIH-funded curriculum initiative. Pilot work at the Gary CME spurred SOM to adopt Team-Based Learning (TBL) educational methods at the Indianapolis, South Bend, and Terre Haute campuses. Basic and behavioral scientists have worked together to create TBL, PBL (Problem-Based Learning), and Standardized Patient training modules that have already been piloted and fully implemented in a number of courses. In addition to conducting assessments of current students, the Office of Undergraduate Medical Education conducts [Post-Graduate Year 1](#) assessment of graduates' performance after their first year of residency to evaluate curriculum effectiveness in such areas as communication and reasoning skills, clinical skills, scientific understanding, and professionalism.

*Sharing the Results of Assessments of Graduate and Professional Student Learning: Accountability and Transparency.* Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves. For example:

- Fourteen IUPUI Ph.D. programs were included in the National Research Council Assessment of Research Doctoral programs, published in 2010. The data for all IUPUI programs were collected and compared to data from IUPUI's peer institutions. These [summaries](#) were shared with each program reviewed and with campus administration.
- IMIR has worked with the Graduate Office to create reports that allow assessment of individual graduate programs. To that end, the IMIR web site now includes data on enrollment and degrees conferred for each individual program, as well as aggregate data for [whole schools](#).
- IMIR has also collaborated with the Graduate Office to generate and report publicly on year-to-year retention data, broken down to the level of individual graduate programs. The campus average is 89.8 percent retention for Fall 2009, slightly higher than the 88.3 percent average for Fall 2005. IMIR tracks cohorts of students to develop more complete retention figures for all graduate programs at IUPUI.
- Schools' annual assessment reports, which include information on learning outcomes, assessment strategies and results, and improvements for graduate and professional as well as undergraduate programs, are posted online on the [Program Review and Assessment Committee web site](#).

### **Evaluation of the Effectiveness of Assessment Processes**

Faculty and administrators routinely collaborate to review the effectiveness and uses of the organization's programs to assess student learning. Teaching and learning are broadly overseen at IUPUI by the undergraduate and graduate faculty who comprise the [Academic Affairs Committee](#) of the IUPUI Faculty Council. Similarly, IUPUC's Academic Affairs Committee, a standing committee of the IUPUC Faculty Senate, provides a unit-level curriculum review of academic division curricular decision-making. Members of the Academic Affairs committees review evidence and make policy recommendations to faculty governance on matters related to general curricular issues. Every school has its own curriculum committee, led by faculty, that is charged with the integrity, evaluation, and revision of academic programs as well as the review and approval of new courses.

A more specific focus on assessment is the purview of the [Program Review and Assessment Committee](#) (PRAC), which includes representatives from all academic and academic-support units, including University Library, the Division of Student Life, the Center for Teaching and Learning, and the Center for Service and Learning. This faculty-led committee establishes guidelines for comprehensive program review for academic and administrative units (see Chapter 2 for a full description of this process) and offers guidance for improving student learning outcomes assessment throughout the institution. Its members prepare annual assessment reports on their units' plans for and results of undergraduate and graduate learning outcomes assessment. These reports are publicly available on the PRAC web site and serve as one of the bases of the annual IUPUI [Assessment Report](#), which in turn is published in the [Accountability/Accreditation section](#) of the Planning and Institutional Improvement (PAII) web site. PRAC is responsible for overseeing preparation of campus assessment plans and reports required by the Higher Learning Commission of the North Central Association of Colleges and Schools. In addition, the committee provides a forum for the exchange of program review and assessment information and strategies among graduate and undergraduate academic programs



and academic support units. It also funds small grants that promise innovative approaches or improved practice in assessment. The activities of the committee are supported by staff in the Office of Planning and Institutional Improvement (PAII).

As one means of assessing the effectiveness of assessment processes, PRAC members have been peer-reviewing annual assessment reports from other academic units for the past two years. A PRAC subcommittee led by the chair and immediate past chair of PRAC conducts these reviews, with each report reviewed by at least two committee members. The reviews enable PRAC to pursue an ongoing feedback cycle in which members evaluate the effectiveness of reporting units' assessment approaches and offer suggestions for improvement in the next reporting cycle. Following this peer review, the full PRAC membership discusses patterns of strength and weakness across the reports. While it is too early to claim that this process has led to substantive enhancement of assessment practices or outcomes, an observable improvement in the quality of the reports over this period suggests that understanding of assessment itself has improved across the campus. The reports themselves attest to the ways in which schools and units are evaluating and improving assessment practices over time, although considerable unevenness in the quality of these practices remains.

Other examples of evaluating the effectiveness of our assessment processes and improving them include these:

- The Center for Service and Learning (CSL) has developed, evaluated, and refined methods for assessing civic engagement and civic learning outcomes, a strong emphasis at IUPUI, given our urban mission and commitment to civic engagement as a major institutional planning theme. While several of the PULs incorporate aspects of civic engagement, which are assessed as components of those PULs, the CSL has been working since 2006 on developing measures that bring together the relevant dispositions and capabilities in a model termed “the Civic-Minded Graduate.” The result of this work is a quantitative instrument, the Civic-Minded Graduate (CMG) Scale, and a qualitative measure, the Civic-Minded Graduate Narrative Prompt and Rubric, to assess student civic learning outcomes. Over the past three years, the CSL has adopted the IUPUI ePortfolio to improve its approach to assessing “civic-mindedness.” The CSL is working with faculty and students, and, in particular, with University College, to continue to evaluate and refine CMG assessment for improved effectiveness. (More detailed discussion of the CMG initiative can be found in Chapter 4.)
- University College has continuously refined its assessment practices with the aim of improving outcomes of the first-year experience at IUPUI. When UC was formally established in 1998 as an academic unit housing first-year programs, its visibility demanded demonstrated program effectiveness and value added to the university. Consequently, UC focused on summative evaluation, program development, and needs assessment. Throughout the early 2000s, recurring quantitative studies determined how programs like first-year seminars and learning communities affected students' GPAs and retention rates, while qualitative studies improved understanding of learning outcomes and students' perceptions of programs.
- In 2003, UC appointed a faculty Director of Assessment to ensure that assessment was integral to strategic planning, as well as to program planning and development. Since

then, the focus of assessment has widened to include program improvement. Strategies have included: adding formative to summative evaluation; employing multiple measures of student learning and academic success beyond retention and GPAs; employing rigorous evaluation designs to enhance the internal validity of studies and using advanced statistical techniques, such as instrumental variables, to account for self-selection; using mixed-methods evaluation designs; and conducting meta-assessment. Some of these efforts have resulted in publications in such peer-reviewed journals as *Research in Higher Education*, *Journal of The First-Year Experience & Students in Transition*, and *Journal of Learning Communities Research*, enabling UC to contribute to the Scholarship of Assessment and to the national dialogue about assessment of first-year programs and UC models.

- In 2009, UC added a new approach, use of authentic evidence to assess student learning directly. The student electronic Personal Development Plan (ePDP), an application of the ePortfolio, provides authentic evidence for assessing outcomes of the first-year seminar. Following an initial pilot of the ePDP in Fall 2010, a group of faculty members, advisors, and academic staff members reviewed a sample of ePDPs to evaluate the usefulness of the assignments students were asked to complete as they developed their initial portfolios and of the rubrics used to assess achievement of the ePDP learning outcomes. Both the assignments and the assessment rubrics were subsequently revised to incorporate more holistic consideration of the various ePDP components and greater attention to the quality of critical thinking demonstrated by students' reflective writing. A second pilot in Fall 2011, expanded to approximately 1,000 students, made use of the new assignments and rubrics to ensure that faculty were thinking, sharing, and reconstructing their approaches in common to using and assessing an electronic portfolio to foster student learning. Currently, a committee of faculty, advisors, and staff members is working to develop a theoretical framework for the ePDP to guide further revision to teaching, learning, and assessment of student ePDP work.

### ***Core Component 3b. The organization values and supports effective teaching.***

IUPUI places a high value on effective teaching and allocates substantial resources to fostering teaching innovation and providing extensive professional development opportunities that are readily accessible to all faculty. Our Center for Teaching and Learning is a true collaborative "center," and has supported innovations resulting in national and international recognition of IUPUI for excellence in teaching. The campus offers a number of internal awards for effective teaching and recognizes faculty who receive external teaching awards.

Throughout the institution, qualified full-time faculty members determine curricular content and instructional strategies. All schools establish standards for faculty qualifications, based on disciplinary benchmarks, and conduct national or regional searches to recruit faculty who excel in teaching, research, and service or demonstrate promise that they will do so. Full-time faculty control the content and quality of the curriculum through faculty governance processes outlined in school bylaws, and each school provides resources to enhance instruction in the relevant disciplines. Some schools offer peer mentoring programs to help support the development of teaching excellence among junior faculty, and Indiana University's Teaching Academy, [FACET](#) (Faculty Colloquium on Excellence in Teaching), annually recognizes more faculty inductees

from IUPUI than from any other campus in Indiana University. (Additional information about FACET can be found below, under Evaluation and Recognition of Teaching Effectiveness.) Many faculty at IUPUI are actively engaged in the scholarship of teaching and learning through research and publications, publishing both in disciplinary journals and in publications like *Change*, *Liberal Education*, *Peer Review*, and *About Campus*. (See Appendix D for examples.)

### **Professional Development Resources to Support Innovative and Effective Teaching**

IUPUI has spent many years building collaboratively developed and funded resources to support teaching innovation and excellence. Our Centers for Teaching and Learning, Service and Learning, and Research and Learning have all been cited as national exemplars. Our abundant professional development services and resources include these examples.

*The Center for Teaching and Learning.* The IUPUI Center for Teaching and Learning (CTL) represents a partnership among Academic Affairs, University Information Technology Services, and University Library. It offers a wide array of workshops, seminars, webinars, “To-Your-Door” workshops, personal consultations, classroom observations, and several substantial grant programs intended to support continuous improvement in teaching and learning, including good pedagogical practices that employ new teaching and learning technologies. The CTL also leads major campus initiatives that contribute to the institution’s educational effectiveness; these have included the Gateway to Graduation Program and the Learning Environments initiative. A growing number of faculty members across the campus regularly make use of CTL resources. A total of 1,490 unique individuals either attended an event or worked with a CTL consultant in 2011-2012 (a 22 percent increase over the 2008 level of service). In 2011, the CTL sponsored or co-sponsored 136 events that attracted 3,025 participants, representing a 34 percent increase over 2010 numbers. Additional activities and resources associated with the IUPUI Center for Teaching and Learning are summarized in Appendix E.

The CTL and the Office of Academic Affairs also support associate faculty (i.e., part-time faculty) in their teaching roles. Each fall, the CTL offers an Associate Faculty Orientation on two evenings during the week prior to the start of classes. On average, 90 attendees have participated in this event in each of the previous three years. Because of the success of the fall orientation program, in 2010, the CTL offered a spring associate faculty orientation, which drew 62 participants. Associate faculty also participate in other CTL events, consultations and programs, which are open to all faculty. During the 2009-2010 fiscal year, the CTL served 207 unique associate faculty members, out of a total population of 1,400 associate faculty members, with 161 associate faculty attending events and 73 working with individual consultants. The CTL offers consultations by appointment before or after normal office hours to accommodate the schedules of associate faculty.

The Columbus Center for Teaching and Learning is a unique collaboration among IUPUC, Ivy Tech Columbus, the Purdue College of Technology at Columbus, and area P-12 schools. The CTL team supports P-20 educators throughout the region, providing such services as needs assessments, programming ideas and guidance, information on emerging educational research and best practices, assistance with strategic planning, collaboration with community educational partners, and workshops for faculty, instructors, and staff who educate students of all ages. Staff

members have specialized expertise in best practices for integrating technology into teaching and learning, academic support and mentoring programs for students, resource development to enhance the educational environment, and professional development training. IUPUC faculty also enjoy full access to all of the resources offered by the CTL on the Indianapolis campus.

*The Center for Service and Learning.* The Center for Service and Learning (CSL) offers a range of programs to assist faculty in effectively implementing and assessing service learning in courses and programs. CSL resources include course development grants to individual faculty members and Engaged Department Grants supported by IU Commitment to Excellence Funds for Civic Engagement. In addition to the Engaged Department Grants, Commitment to Excellence funds subsidize five faculty development initiatives related to civic engagement: the Boyer Scholars, Faculty Community Fellows, Service Learning Faculty Fellows, Faculty Liaisons in Service Learning, and the Themed Learning Community Institute on Civic Engagement. CSL staff members also offer faculty development consultations and a series of workshops on service learning course development and assessment. CSL is collaborating with University College on the electronic Personal Development Plan (ePDP) initiative and has begun piloting ePortfolios for students involved in community-based scholarship and work-study programs.

*The Center for Research and Learning.* The Center for Research and Learning (CRL) develops, expands, and promotes research-based learning, scholarship, and creative activity in all disciplines across the IUPUI campus. The CRL devotes special attention to helping faculty serve as effective mentors of independent undergraduate student research and promotes the principle that active engagement in research and scholarship encourages students to learn through inquiry and experience. (See Chapter 4 for an extended discussion of the role of the CRL.)

**Other Examples of Faculty Development Programs and Resources.** Additional resources for supporting innovative and effective teaching include:

- *New faculty orientations.* IUPUI's annual New Faculty Orientation prepares new faculty to enter their faculty role at IUPUI with a foundational awareness of resources, expectations, and the history and culture of the campus. Information on additional programming for the first year, including promotion and tenure workshops and CTL teaching workshops, is provided to new faculty at this event. Further new faculty orientation and mentoring occurs in all schools. Similar support is offered to new faculty at IUPUC through the office of the Associate Dean for Academic Affairs. As noted above, associate faculty also participate in a customized orientation through the IUPUI Center for Teaching and Learning.
- *Preparing Future Faculty.* All graduate students and postdoctoral fellows at IUPUI are eligible to participate in the Preparing Future Faculty (PFF) program. Participants engage in all aspects of faculty life, including teaching-related workshops, courses, and events, mentoring experiences, grant proposal development, service on an academic committee, or portfolio preparation to enhance their ability to move smoothly into academic careers. Recognizing the value of this initially voluntary program, some Ph.D. programs—for example, Cellular and Integrative Physiology—are beginning to mandate that their students participate. Now under the purview of the Graduate Office, the program is

broadening its scope to include Preparing Future Professionals—i.e., those graduate students or fellows whose careers plans do not include working in an academic setting.

- [Program Review and Assessment Committee \(PRAC\) grants](#) are intended to enhance pedagogical and assessment development. For example, recently funded projects included initiatives to enhance deep learning of foundational concepts for students in the Master of Social Work program; to improve curriculum and pedagogy in the Department of Tourism, Conventions, and Event Management through enhanced assessment approaches; and to improve student learning outcomes for a new case-based learning model in the Department of Physical Therapy, especially in the areas of problem-solving, clinical decision-making, and understanding of cultural and ethical issues.
- The [IUPUI ePortfolio Initiative](#) offers workshops to prepare faculty to use the ePortfolio effectively to enhance student learning and development and for course or program assessment. From 2005 through 2011, grants were awarded to eighteen units to plan, pilot, and implement ePortfolios. Many of these projects fostered program-wide discussion and improvement, curricular redesign, and revision of pedagogical approaches.
- Academic Affairs maintains a comprehensive [web site](#) to support faculty. In April 2012, the National Institute for Learning Outcomes Assessment named the IUPUI Academic Affairs web site its [Featured Web Site](#) in the category of Communication Creativity: “For its communication through the various assessment resources on its site and creativity in terms of assessment initiatives on its campus, IUPUI is April’s Featured Website” (NILOA, 2012).
- The PAII [web site](#) provides a clearinghouse of data to assist faculty in planning for assessment, including PUL assessment, and teaching improvement, along with links to the extensive resources of the IUPUI Testing Center, the Office of Institutional Effectiveness, and the Office of Information Management and Institutional Research.
- Every school on campus routinely conducts faculty development workshops related to teaching in the discipline. For example, the School of Nursing recently held a workshop on patient simulation, and the School of Informatics conducted a colloquium on “How to Make a Video Game that Teaches Complexity Science.”
- As described in detail in section 3c below, creation of innovative and flexible learning spaces is central to supporting faculty teaching innovation. For an example that describes impact on teaching and learning, see the Kelley School of Business site at [Business/SPEA Learning Spaces](#).
- Associate faculty may receive support for professional travel associated with their teaching roles through the Office of Academic Affairs. Part-time faculty members who have a teaching-related presentation accepted at a regional or national competitive conference can apply to their dean for partial support for travel associated with the presentation. If the dean approves the request, based on school criteria, the Executive Vice Chancellor’s Office matches the amount given by the school (up to a maximum of \$250 central matching money). Ten such travel grants have been approved as of February 2012.

Although IUPUI faculty members actively participate in organizations and meetings relevant to the disciplines they teach, constrained financial resources pose a challenge to such faculty involvement. Two years ago, a university budget targeted travel monies in order to avoid

eliminating faculty or staff positions. Most schools, including IUPUC, provide less than \$1,000 per faculty member in support of professional travel. Faculty continue to be encouraged and expected to remain current and active in their fields, and such work is documented in Faculty Annual Reports (FAR). In the most recent Faculty Survey, only 34 percent of respondents indicated that they were satisfied or very satisfied with “rewards and recognition at IUPUI for professional service [in my discipline]” and 37 percent were neutral.

## **Teaching Innovations**

IUPUI has built a tradition of innovation in teaching and learning. We have already noted the national recognition for our first-year experience and service learning programs. A member of our Engineering and Technology faculty, Ali Jafari, is widely considered a founding father of Learning Management Systems, developing the Oncourse LMS for use across Indiana University in the 1990s. “[Just-in-Time Teaching](#),” a teaching and learning strategy based on the interaction between web-based study assignments and an active learner classroom, was pioneered during the 1990s in the Department of Physics in the School of Science and, at last count, was in use at approximately 100 educational institutions across North America, Europe, and Israel.

IUPUI has also been an eager adopter of promising innovations originating elsewhere. When a model or intervention demonstrates less impact than expected, we make adjustments, based on assessment findings, to adapt it to the learning needs of our students. For example, when Supplemental Instruction, an intervention developed at the University of Missouri-Kansas City, had less impact than expected on student success in “high-risk” courses, we made modifications, over several years, that ultimately improved students’ academic performance and retention in such courses.

Examples of innovations or adaptations that have proved effective at IUPUI include:

*First-Year Programs.* [Themed Learning Communities](#) (TLCs) exemplify IUPUI’s culture of innovation related to teaching and learning and national leadership in teaching and learning practice. TLCs involve two or more discipline-based courses paired with an integrated first-year seminar. They engage students, faculty, librarians, advisors, and others in a community of learners that explores interdisciplinary connections both in and out of the classroom. Students are encouraged to explore relationships among different academic disciplines and to develop a comprehensive perspective on higher education. Incorporating thematically-linked curricula, service learning, and co-curricular experiences, TLCs provide enriching learning experiences that foster interdisciplinary understanding. TLC faculty have developed an assortment of creative strategies to integrate their assignments across disciplines and with co-curricular events.

NSSE results and other studies have demonstrated that TLC students report greater engagement with college, have higher GPAs, and are retained to the second year at higher rates than non-TLC students. These findings have fueled expansion of the TLC program from seven TLCs in Fall 2003 to 37 in Fall 2011, with 40 slated for Fall 2012, and have prompted faculty participation from a growing array of disciplines. New TLCs offered over the past three years include African-American Perspectives, Crime in America, and Health and Wellness, as well as TLCs for prospective Engineering and Business majors.

*The Electronic Personal Development Plan (ePDP).* The ePDP combines the most important elements of reflective electronic portfolios with the benefits of intrusive advising and has been successfully implemented in first-year seminars at IUPUI with promising results. In Fall 2010, 346 first-year students piloted the ePDP in sixteen first-year seminar sections representing a range of disciplines. Faculty members teaching these sections attended a Summer Institute that included technology training, extensive discussion of pedagogy and reflection, and collaborative planning for the ePDP project. The ePDP process aims to engage students in learning, contribute to their intellectual and professional development, integrate their curricular, co-curricular, and personal experiences, and provide a “compass” to guide goal setting and academic planning. In Fall 2011, the pilot expanded to encompass half of the first-year seminars, enrolling approximately 1,000 students. Outcomes for the pilot sections have been encouraging:

- Students enrolled in first-year seminar sections in which they completed an ePDP earned first-year GPAs averaging 2.73, whereas first-year seminar students who did not develop an ePDP earned an average GPA of 2.62. The difference is statistically significant when these outcomes are adjusted for high school GPA, SAT scores, and course load.
- One-year retention rates were higher for students who developed an ePDP in the first-year seminar. Eighty percent of students completing an ePDP returned for the fall semester, while 72 percent of those who did not complete the ePDP returned. This difference is also statistically significant when adjusted for high school GPA, SAT score, and gender.
- Students in ePDP sections reported statistically significant higher ratings on survey items measuring perceptions of a number of variables important to academic success, including ability to succeed academically and adjust to college life, development of personal goals, sense of connection to IUPUI, and understanding of the PULs.

As part of a national, FIPSE-funded ePortfolio initiative, “Connect to Learning,” University College and the ePortfolio Initiative are currently collaborating with several partner units to model approaches to continuing students’ development of their ePDPs as they progress through their undergraduate experience.

*Gateway to Graduation.* The [Gateway to Graduation Program, a collaboration between the Gateway Advisory Board and the Center for Teaching and Learning](#), provides faculty development support to improve teaching, learning, and student engagement in 52 high-enrolling first- and second-year courses. All tenure-track and associate faculty, including approximately 55 course coordinators and 450 instructors involved in the Gateway to Graduation Program, collaborate to boost undergraduate student success. In 2002, the program was recognized with an Honorable Mention for the Theodore M. Hesburgh Award for faculty development excellence. Since then, the program has flourished as a locus for collaboration and innovation in undergraduate teaching, hosting annual retreats and workshops and fostering interdisciplinary faculty communities of practice.

*Excellence in Peer Mentoring Programs.* IUPUI makes extensive use of peer mentors. Peer mentors support students in first-year seminars, serving as both role models and, in many

sections, as guides, helping students create their ePDPs. Peer mentors often assist with service learning components of TLCs, working with both fellow students and faculty members. Another application of peer mentoring is Peer-Led Team Learning (PLTL) and its cyber version (cPLTL). In PLTL courses, groups of eight to ten students meet weekly to solve challenging problems under the guidance of a trained peer leader. Implemented in IUPUI's introductory general chemistry course in 2010 and also used in the first organic chemistry course, PLTL significantly enhances students' learning attainment and improves retention in these courses by approximately 15 percent. PLTL workshops offered by the Center for Teaching and Learning are integral to this initiative, which has been supported by grants from the National Science Foundation and the Bill and Melinda Gates Foundation. Similar programs are being developed in the Math Assistance Center for supporting student learning in College Algebra courses.

The [Bepko Learning Center](#) provides comprehensive student services more than 40 hours per week, including academic mentoring, mentoring for athletes, individual tutoring, staffing the Biology Resource Center, publishing a mentoring bulletin, and offering a national mentoring symposium each fall. As part of University College, the Bepko Learning Center grounds its programs in the premise that highly successful students can play an integral role in the academic development of their peers. Collaborative learning, role modeling, peer interaction, and peer support are all components of this process. Mentoring differs from tutoring in that student are not given the answers to their questions, but are guided to learn independently and through collaborative interaction with other students. These are skills that will benefit students throughout their academic careers. The Bepko Learning Center also offers support to IUPUI undergraduate peer mentors, providing a four-course sequence of seminars that develops peer mentoring skills and culminates in a seminar in which students conduct research on peer mentoring effectiveness. In 2012, IUPUI earned national recognition for peer mentoring, receiving the Outstanding Program Award from the National Academic Advising Association.

*Technology in Teaching.* IUPUI has been an early adopter of new technologies that promise to improve teaching and learning. Supporting faculty use of technology in teaching and learning is central to the work of the CTL and of University Information Technology Services. Current initiatives include:

- An exploratory/collaborative classroom, hosted by UITS and offering state-of-the-art technology.
- An IU-wide electronic textbook (eText) initiative launched with a successful small pilot in Spring 2012. Currently, contracts have been finalized with eleven major publishers to allow student savings on eTexts for Fall 2012. Faculty evaluation will continue to shape this effort and advise on new publishers to add.
- UITS and the CTL support an active iPad Faculty Learning Community.
- CTL offered the Jump Start into Online Course Development Program from 2003 to 2009, providing IUPUI faculty with support, time, and resources to design effective online, hybrid or web-enhanced courses. CTL instructional design and technology specialists assisted Jump Start faculty in envisioning new ways of facilitating learning and designing courses to promote improved student learning and more efficient use of faculty time and resources. With the completion of the 2009 Jump Start cohort, a total of



94 faculty had participated in the award-winning program, developing or redesigning 89 courses.

*Teaching and Learning Innovations in the Health and Life Sciences.* As Indiana University's health and life sciences campus, IUPUI has developed signature programs to support and recognize effective teaching in these disciplines. For example, the Schools of Medicine and Dentistry provide faculty development support for Problem-Based Learning (PBL), an integral part of those schools' basic science curricula. In 2010, the School of Medicine faculty launched an Academy of Teaching Scholars that uses a three-tiered model of development. SOM faculty have also attended the Harvard Macy Institute, the Central Group on Educational Affairs, the Association of American Medical Colleges, and Millennium Conferences to share and participate in national discussions on innovative practices in medical education. In addition, the Office of Undergraduate Medical Education manages the centralized electronic statewide course and instructor evaluation process and has designed several electronic databases that assist the unit in monitoring student evaluations and overseeing of the state-wide curriculum. The School of Nursing was Designated a National League for Nursing Center of Excellence in Nursing Education for 2009-2012 for the pedagogical expertise of its faculty. They are currently in the reassessment phase for re-designation for the Center status.



## **Evaluation and Recognition of Teaching Effectiveness**

*Course Evaluations.* University policy states the expectation that every course and faculty member will be systematically evaluated each semester. Each school takes responsibility for conducting these evaluations and assuring that any needed plans for improvement are implemented. Student evaluations are included in faculty evaluation, in promotion and tenure, and in consideration for merit increases. The campus requires schools to establish school norms for teaching evaluations against which individual faculty performance can be compared. Part-time faculty evaluations, however, are not consistently carried out in some departments. These areas should be approached more consistently and will be a priority in the coming year.

*Promotion and Tenure Criteria.* IUPUI's [Promotion and Tenure Criteria](#) specify parameters for teaching excellence and satisfactory teaching performance. Peer review is required to document excellence and is strongly recommended to document satisfactory performance. Faculty must declare one area of excellence for promotion and tenure. In most schools, teaching, research, and service are the possible areas of excellence, though all faculty are expected to meet basic standards in all three areas. Appendix F depicts the percentage of successful candidates who achieved tenure and/or promotion based on teaching excellence since 2002. The reduction in teaching excellence cases among tenure-track faculty reflects IUPUI's increasing research

intensiveness. At the same time, non-tenured clinical faculty and lecturers are frequently promoted based on excellence in teaching.

*Teaching Awards.* Demonstrated teaching excellence is recognized frequently through awards at the departmental, school, campus, and university-wide levels. In addition, IUPUI’s [Prestigious External Awards Recognition](#) (PEAR) designation annually honors faculty and staff members who receive important awards from sources outside the university. (See Appendix G for recent examples of PEAR award recipients.) IUPUI and IU teaching awards include:

- Campus-level annual awards for Excellence in Teaching and Excellence in Multicultural Teaching, as well as the Bynum Award for Mentoring. In addition, each school confers Trustees Teaching Awards to both full-time and part-time faculty. The IUPUI student government sponsors several teaching awards and the Athletics Department confers a “favorite teacher” award each year.
- School-level teaching awards in many schools. For example, the School of Public and Environmental Affairs confers annual awards for teaching at both the undergraduate and graduate levels. IUPUC makes teaching awards for both full- and part-time faculty. Effective teachers in the School of Medicine are recognized with the SOM Faculty Teaching Award, and SOM students recognize superior teachers for each stage of their medical education with awards at the Senior Banquet.
- IU-wide awards, including the President’s Award for Distinguished Teaching, the Lieber Associate Instructor Award, the Part-Time Teaching Award, and the Thomas Ehrlich Award for Service Learning. IUPUI faculty compete successfully for these awards. In recent years, three IUPUI faculty members have won the Ehrlich Award and one has won the President’s Award.
- Induction into [FACET](#), Indiana University’s multi-campus teaching academy. Faculty members may be nominated for FACET after completing five years of teaching at Indiana University. Nominees submit comprehensive dossiers that document teaching excellence, scholarship of teaching and learning, and reflective practice; these are rigorously peer-reviewed at the campus and university-wide levels. Over 100 IUPUI faculty members are currently members of FACET. FACET also promotes excellence in teaching through its workshops and events and, since 2001, through its internationally distributed online publication, the *Journal of the Scholarship of Teaching and Learning*, housed at the IUPUI campus.

*Faculty Survey Outcomes Related to Rewards and Recognition of Teaching.* Every few years, faculty at IUPUI are surveyed on a variety of issues related to their professional activities. Just over half of faculty have reported that they are “satisfied” or “very satisfied” with rewards and recognition for teaching at IUPUI. The table below depicts trends related to this question across the last three faculty surveys.

**Table 3.4 IUPUI Faculty Satisfaction with Teaching Rewards and Recognition (Percentages over Time)**

<b>Year</b>	<b>N</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Total</b>
2002	742	8%	47%	55%
2005	956	9%	44%	53%

2009	347	11.2%	44.1%	55.3%
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***Core Component 3c. The organization creates effective learning environments.***

IUPUI has emerged as a national leader in the creation of effective learning environments. We are particularly proud of this achievement and the progress it represents. Twenty years ago, with schools continuing to relocate to the downtown campus from sites distributed across the metropolitan Indianapolis region, very little infrastructure for supporting student learning outside the classroom was available. Since then, considerable attention and resources across the campus have been devoted to improving the physical environment for learning. The founding of the [IUPUI Honors College](#) in space remodeled within the University Library represents an excellent example of how innovative environments for promoting student learning can be creatively engineered from existing space. Since 2002, we have also continued to improve and innovate in the first-year experience and have further enhanced support systems for at-risk, underrepresented, and international students. These program refinements and innovations have been based on rigorous assessment and evaluation.

**The Physical Environment for Learning**

*Learning Spaces Initiative.* The Learning Environments Grants (LEG) initiative, sponsored by the CTL, supports the creation of innovative, engaging, formal and informal learning environments that meet the needs of both faculty and students. Traditional spaces may be renovated, as when standard classrooms are converted to SCALE-UP (Student-Centered Active Learning Environment for Undergraduate Programs), or “upside-down” classrooms, a conference room might be re-purposed as a resource center for peer mentoring, or an under-utilized corner of a hallway might be converted to an inviting collaborative learning space replete with technology to support networking and digital media. A representative committee meets once a month throughout each academic year to make funding decisions. Proposals for new spaces are evaluated principally upon the basis of their potential impact on student learning, and the number of students who will likely be affected by the project. Applicants are challenged to articulate how proposed projects will enable new, high-impact academic experiences for faculty and students. A list of projects funded in the last several years is provided in Appendix H. Examples of remodeled [Kelley School of Business Learning Spaces](#) can also be viewed.

*Student Residences.* Student Life has led several major construction initiatives that have dramatically improved the physical environment for co-curricular learning at IUPUI. One of the most significant of these initiatives was the 2003 development of student residences, which has enabled IUPUI to create a cadre of residential students on the west side of campus. In 2002, the campus housed just 300 students in Ball Residence Hall. Today, we have capacity for 1,156 students to live on campus, with options including Ball, the Townhouses, and the Campus Apartments at the Riverwalk. Since 2009, we have also provided overflow housing for 300 students at Park Place, across the White River from the main campus. Park Place is fully supported by Housing and Residence Life, a unit of the Division of Student Life. Beginning in Fall 2013, our current University Place Hotel facility will convert to a residence that will add an additional 560 beds to boost our student residence capacity to 2016.

Residential students tend to form closer social connections than commuter students, can more easily join together in study groups, and are more likely to be engaged in student organizations. Residential students provide a stable core of members for these groups that in turn enables them to attract commuter students as ongoing members.

Living on campus also may be associated with better student retention and success. Of all beginning students living on campus in Fall 2010, 80 percent were retained at IUPUI in Fall 2011, which compares favorably with 72.4 percent retention for all full-time Fall 2010 beginners and new transfers on the Indianapolis campus. Students living on campus have significantly higher fall semester and cumulative first-year GPAs than students living off campus, even after accounting for academic preparation and gender, as shown in Appendix I. Although students self-select into campus housing and the possibility of selection bias prevents us from concluding that living on campus *caused* students to have higher GPAs, living on campus may provide students more opportunities for academic and social integration than are available to students who commute from off-campus locations. Additionally, as we have increased our capacity to provide on-campus housing we have been able to respond to the needs of a more diverse student body, including international students, out-of-state students, and high-ability students recruited through the Honors College.

*IUPUI Campus Center.* The opening of the IUPUI Campus Center in 2008 represents IUPUI's ongoing evolution from a commuter campus built primarily around professional schools to a full-fledged urban campus with a dynamic hub that supports student involvement and co-curricular learning. The result of many years of planning and fundraising led by the Division of Student Life, the Campus Center provides a campus "home" for both residential and commuter students, strategically located in the middle of the campus. By bringing together informal spaces for eating, studying, meeting, and socializing with major student services functions, the campus bookstore, and a credit union, among other services, the Center has quickly become a popular area for students to study, socialize, and relax between classes and has contributed substantially to the success of efforts to engage students in co-curricular learning opportunities. Student organizations registered with the Office of Student Involvement, a unit of Student Life, are entitled to reserve meeting space in the Campus Center and can apply for office space. A 250-seat theater opened in Spring 2012, providing the campus with a much-needed center for the performing arts. The Campus Center also hosts other major events, like visits to campus by candidates for public office.

*The Academic Resource Center at IUPUC.* Located in the Columbus Learning Center, the Academic Resource Center (ARC) is a collaborative tutoring space created to support IUPUC, Ivy Tech Columbus, and Purdue University College of Technology students. A shared staffing plan involves faculty and student tutors from all three institutions and permits expanded hours and services to support student tutoring needs. Recently, the number of computers located in quiet learning spaces within the Learning Center has been increased, based on survey results and analysis of usage patterns.

## **Innovations in Experiential and Technology-Assisted Learning**

IUPUI has devoted considerable attention in recent years to supporting student learning in environments beyond the traditional classroom, with a particular focus on experiential learning and use of innovative learning technologies. These initiatives continue our signature traditions of practice-based learning and of innovation in learning and teaching. The RISE initiative, discussed below, is a centerpiece of the current academic plan.

*The [RISE to the IUPUI Challenge](#).* The RISE initiative was developed to engage students more deeply in their learning through high-impact practices, particularly undergraduate research, international experiences, service learning, and other forms of experiential learning. All undergraduate students are challenged to include at least two of the four RISE experiences in their degree programs; completion of these experiences is noted on students' transcripts. Each RISE category incorporates qualified experiences, as well as integration of knowledge, reflection, and assessment. RISE builds on IUPUI's traditional commitment to experiential learning, often based in our urban community. It formalizes what has long been a distinctive aspect of an IUPUI education: the intentional use of experiential learning to prepare students for graduate school, careers, and citizenship. It aims to provide skills, knowledge, and experiences that are highly prized by employers and to establish a foundation for future leadership.

Data describing the first year of the RISE initiative are maintained by the Registrar's Office and are summarized below in Figure 3.5 They suggest that students most frequently select experiential learning opportunities like clinical experiences, internships and practica as RISE options. Most schools ask students to evaluate the effectiveness of clinical and experiential sites and of their preceptors and use this information, along with other assessments, to determine future inclusion of those sites. (See Core Component 4c for additional information on evaluation of experiential learning.)

For urban commuter campuses like IUPUI, expanding students' participation in international experiences is challenging. Though the number of students studying abroad has doubled in the last ten years to an estimated 410 students for 2011, there is considerable room for continued improvement. The addition of RISE scholarships as a focus of our current capital campaign and increased emphasis on international partnerships for Indiana University and IUPUI will help to facilitate increased student participation in international experiences. Study abroad participation data are tracked centrally on the [IUPUI web site](#). (For a more detailed discussion of internationalization initiatives, see 4c.)

Figure 3.6 reports on NSSE data related to our RISE initiative. We will continue to track these data to determine the impact of RISE on students' self-reports on experiential learning participation.

**Table 3.5**

**IUPUI Students with at least One RISE Course**

Student's School	Fall		Fall Total	Spring		Spring Total	Summer		Summer Total	Grand Total
	2009	2010		2010	2011		2010	2011		
Herron School of Art and Design	136	198	334	208	352	560	46	40	86	980
Kelley School of Business	245	303	548	47	45	92	32	37	69	709
Public & Environmental Affairs	147	106	253	131	80	211	15	6	21	485
Purdue School of Engineering	66	76	142	105	93	198	6	8	14	354
Purdue School of Science	226	234	460	286	384	670	41	57	98	1,228
Purdue School of Technology	168	144	312	235	233	468	40	55	95	875
Sch of Health & Rehab Sciences		2	2		2	2				4
School of Continuing Studies	59	89	148	116	88	204	11	17	28	380
School of Dentistry		1	1		1	1				2
School of Education	501	556	1,057	538	600	1,138	33	23	56	2,251
School of Informatics	212	245	457	234	218	452	58	26	84	993
School of Journalism	121	126	247	127	116	243	2	1	3	493
School of Liberal Arts	362	374	736	423	409	832	64	65	129	1,697
School of Medicine	214	249	463	247	237	484	1	5	6	953
School of Nursing	763	730	1,493	764	708	1,472	260	254	514	3,479
School of Phys Ed & Tourism Mgt	370	449	819	459	450	909	16	72	88	1,816
School of Social Work	62	68	130	79	97	176		12	12	318
University College	488	727	1,215	580	634	1,214	113	123	236	2,665
<b>Grand Total</b>	<b>4,140</b>	<b>4,677</b>	<b>8,817</b>	<b>4,579</b>	<b>4,747</b>	<b>9,326</b>	<b>738</b>	<b>801</b>	<b>1,539</b>	<b>19,682</b>

**Table 3.6**

**Student Participation in RISE<sup>1</sup> Experiences<sup>2</sup>**

Thirty-five percent of senior respondents in 2011 indicated that they had participated in a practicum, internship, field experience, or clinical assignment, a decrease from 2010. About 55 percent of seniors in 2011 indicated that they had participated in community service or volunteer work. Fewer than one out of ten senior respondents in 2011 indicated that they had studied abroad and 15 percent indicated that they had participated in research with a faculty member.

		2004a	2006a	2009a	2010b	2011b
Practicum, internship, field experience, co-op experience, or clinical assignment	First-Year	2%	9%	6%	6%	7%
	Seniors	37%	42%	46%	41%	35%
Community service or volunteer work	First-Year	39%	47%	44%	56%	39%
	Seniors	43%	52%	59%	64%	55%
Work on a research project with a faculty member outside of course or program requirements	First-Year	3%	7%	7%	6%	5%
	Seniors	12%	16%	18%	14%	15%
Study abroad	First-Year	3%	3%	3%	1%	1%
	Seniors	6%	8%	10%	7%	9%

<sup>1</sup>Research, International experience, Service Learning and other Experiential Learning

<sup>2</sup>Percents of students indicating they had done the activity. Percents are weighted by Gender and Enrollment status

a: Source: National Survey of Student Engagement

b: Source: Student Satisfaction and Priorities Survey

*Oncourse and Other Electronic Media Opportunities.* Availability and use of cutting-edge technology for teaching and learning is an institutional strength at IUPUI. IT support is easily accessible and fully integrated into the campus through University Information Technology

Services. The Center for Teaching and Learning partners with UITs to support faculty in using technology, particularly Oncourse, IU's online learning management system, to create effective learning environments and experiences for students. About 60 percent of classes at IUPUI use Oncourse. The great majority of faculty report that they are satisfied or very satisfied with the level of technology support for enhancing teaching and learning.

**Table 3.7 Faculty Survey Results Related to Technology Support (2009)  
The Faculty Work Environment**

	N <sup>a</sup>	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Mean <sup>a</sup>
<i>Percentages</i>							
Technology support for teaching	354	27.7	47.5	13.3	7.6	4.0	3.87
Technology support for research and scholarly activity	337	19.6	46.3	21.7	8.3	4.2	3.69
Technology support for students taking classes	344	22.7	49.1	16.9	7.3	4.1	3.79
Technology support for administrative activities	305	19.3	43.3	26.6	8.2	2.6	3.69

<sup>a</sup> Scale: 5= "Very Satisfied", 4= "Satisfied", 3= "Neutral", 2= "Dissatisfied", 1= "Very Dissatisfied"

Excludes those who marked "not applicable"

It is a basic expectation that IUPUI students will use computers for academic work. Students are routinely required to use electronic media (e-mail, listservs, chat groups, Oncourse, Internet, blogs, wikis, and so on) to complete assignments and communicate with instructors and one another. Our state-of-the-art Global Classroom enables students to connect with other classrooms around the world. Adobe Connect is used widely for web-conferencing and video lectures and many programs employ clicker technology to increase student interaction in the classroom. High-speed wired and wireless connectivity throughout the campus—in classrooms, food courts, lounges, informal gathering spaces, and lawns—combines with generous distribution of outlets for plugging in electronic devices to create a seamless environment for using information and learning technologies. University agreements with major software and hardware providers, detailed in an online IUware web site, provide free or heavily discounted software downloads and hardware purchasing to minimize the cost of full participation in IUPUI's technology environment.

**Simulation.** Simulation technology is widely used to teach and assess clinical skills in the health sciences disciplines at IUPUI. For these purposes, clinical faculty and students can take advantage of several state-of-the-art simulation facilities. For example, in the *Resource Center for Innovation in Clinical Nursing Education* (RCICNE), nursing students interact with high-tech manikins, under faculty supervision, to work through simulated clinical situations. The

manikins are capable of responding to the treatment, providing students with immediate feedback on the impact of their decisions. The Indiana University/IU Health Interdisciplinary Simulated Learning Center, built and operated through a partnership among the School of Nursing, the School of Medicine, and IU Health, is a virtual hospital, complete with examination rooms, an obstetric room, a simulated surgical suite, an emergency room, a vascular flex room, an intensive care suite, and a transport room with an ambulance. These facilities offer realistic, non-threatening environments that enable students to gain experience with equipment and instruments, learn to recognize problems, and develop essential decision-making skills.

The School of Dentistry's three new laboratories, opened in September 2011, provide dental students with world-class instrumentation to support comprehensive preclinical education. The 106 high-tech patient simulators (or manikins) help students learn proper technique and positioning from day one, including coordinating their actions, manipulating mirrors and lights while holding instruments, and developing safe clinical habits. In addition, the labs feature digital radiography and CAD-CAM units for use in scanning, designing, and milling glass ceramic dental restorations. Flat-screen TVs at every work station make it easy for instructors to share images with students throughout the lab. Drawing on a grant from the CTL, in combination with dental school funds, pediatric dentistry is field-testing new haptic technology prototypes to provide interactive virtual sense-of-touch experiences to students. The school is one of only four US dental schools to make use of such technology to date.

In collaboration with Riley Hospital for Children and Rehabilitation Services at IU Health, the Department of Physical Therapy in the School of Health and Rehabilitation Sciences has developed the Robotics Rehabilitation Center to support teaching and learning as well as research. The focus of this state-of-the-art facility is the emerging field of robot-assisted advanced rehabilitative exercise therapy to restore function in children with neurological, musculoskeletal, and developmental movement disorders. The only facility of its kind in the nation, the Robotics Rehab Center includes a wrist robot, elbow robot, anklebot, and robot-assisted locomotor training device along with motion analysis technology, an eight-camera motion-capture system, and other biomechanical analysis equipment for use in research by the Department of Physical Therapy. DPT also incorporates its neurological rehabilitation class into the clinic and plans to develop a clinical residency program to educate clinicians on these advanced technologies.

*Distance and Online Opportunities.* IUPUI has increased online program options at the graduate and professional school levels. In our Ph.D. in Nursing program, the only such program in the state, the distance-accessible option initiated in 2003-04 consistently documents above average outcomes (Broome, M. Halstead, J., Pesut, D., Boland, D. & Rawl, S., 2011, Evaluating the outcomes of a distance accessible Ph.D. program. *Journal of Professional Nursing*). The executive format of the Masters in Philanthropic Studies is a good example of a hybrid program. The cohort is brought together at the beginning of the program for intensive training and orientation and the remainder of the program is online. This program attracts a national student body. The School of Public and Environmental Affairs (SPEA) offers two online graduate certificates, the Public Management Certificate and the Nonprofit Management Certificate.



## University College and the First-Year Experience

University College exemplifies “Excellence through Collaboration and Innovation” in the environments for learning that it has cultivated. University College administrators, faculty, staff, and students are committed to developing systematic processes for collectively examining assessment information and taking actions designed to improve instruction, the curriculum, programs, student support services, and policies. University College leaders believe that fundamental institutional change and continuous improvement are more fully realized by sharing critical outcomes and actively discussing the processes that create the outcomes. The following section highlights some critical data-driven first-year changes implemented based on assessment results.

*First-Year Seminar Template and Instructional Teams.* First-year seminars (FYS) may be taught either through University College or through discipline-based departments and schools. They facilitate students’ transition to college by introducing key information and skills needed to succeed and by offering opportunities to connect with faculty, staff, and other students. The courses are taught by an instructional team, including a faculty member who sets academic goals and is the team leader; a student mentor who serves as a role model and peer guide to the college experience; a librarian who introduces library resources and information literacy concepts; and an academic advisor who provides information on academic policies and procedures and works with students to begin academic planning, including major and career decision-making. University College has undertaken extensive qualitative assessment of first-year seminar courses, including interviews with faculty and students, as well as quantitative investigations. Examples of recent analyses may be found on the [First-Year Seminar web site](#). A brief summary of student learning outcomes for first-year seminars is provided in Appendix J.

A unified curriculum and common set of learning outcomes are supported across the various types of first-year seminars through the [First-Year Seminar Template](#). The template is periodically revised based on evaluation findings. For example, a recent emphasis on the Critical Thinking PUL was added to the template and assessed through faculty ratings of students’ level of mastery of critical thinking skills. Individual feedback based on student anonymous end-of-course questionnaires is provided for instructors and used to make improvements in instruction and classroom activities. Due to the positive assessment results indicating that seminar students have higher retention rates and academic performance levels compared to non-participants, the program has expanded substantially over the years, been institutionalized as a requirement of most entering freshmen by all undergraduate schools, and added Themed Learning Communities, discussed earlier in this chapter. Approximately 91 percent of first-year students now participate in a first-year seminar, with approximately 30 percent of these students in TLCs.

*The Role of Advising in the FYS and Beyond.* In addition to playing a critical role on the instructional team for first-year seminars, academic and career advisors enhance undergraduate student learning across all academic units at IUPUI. In the first-year seminar, advisors assist in course planning and lead class sessions on time management, stress management, learning styles, study skills, and selection of a major, typically using the ePDP (electronic Personal Development Plan) as a pedagogical support. Advisors also play a critical role in identifying and supporting students who exhibit high risk behaviors and they make referrals for students with concerns

about financial aid, mentoring, academic skills like writing and mathematics, or mental health. Advisors meet individually with all students enrolled in the first-year seminar to review progress and to engage in academic planning for subsequent semesters. Continuity of support is ensured, since students remain with their advisors until they move from University College into a degree-granting program. Student learning outcomes associated with academic advising in the first-year seminar are listed in Appendix L.

Students generally find advising to be one of the most positive aspects of the first-year seminar. Overall longitudinal findings show that students rate advising notably more positively than other aspects of the course. For example, according to the [2011 Campus Advising Survey Report](#), results averaged 4.13 (on a scale of 1-5, with 5 being “strongly agree”) for “my advisor treats me as an individual,” 4.09 for “my advisor is willing to work with me to achieve my goals,” and 4.11 for “my advisor shows genuine concern for me.

At IUPUC, academic advisors function as partners in creating supportive learning environments for students. Whether they work within a professional program, within University College, or with students who will transfer to programs to be completed at IUPUI, the underlying mission is the same: to partner with students, faculty, staff, departments and administrators to empower students in developing and implementing individualized plans for academic success and personal and career development. In 2008, IUPUC academic advisors formed a professional group to regularly share information, to advocate for changes in policies and procedures for the benefit of students, and to function cohesively across campus. In 2011, the same group joined IUPUI’s Jaguar Academic Advising Association, a division of the National Academic Advising Association.

*Summer Academy Bridge Program.* The Summer Academy Bridge program was developed and implemented to address the transitional needs of incoming students and to help support their academic and social integration as IUPUI students. Open to all incoming freshmen, “Summer Bridge” is held in August before fall classes begin. Students are divided into groups of 25 based on their interest in pursuing a particular major or in exploring various major options. Bridge is taught by an instructional team that includes a faculty member, academic advisor, student mentor, and librarian. Participants establish networks for success with their instructional team; make friends with other freshmen; learn to handle college-level expectations for reading and writing; receive individualized support for math; begin connecting with a school and major; become acquainted with the campus; and gain experience in using instructional technology. A summary of learning outcomes associated with Summer Bridge is presented in Appendix M and evaluation reports associated with the program are located on the University College [Office of Research, Planning, and Evaluation web site](#).

*Summer Success Academy.* The [IUPUI Summer Success Academy](#) (SSA) was implemented in 2007 to address the academic and learning needs of at-risk conditionally admitted students (i.e., students who do not meet IUPUI’s regular admissions criteria). It began as a summer preparatory program in mathematics, as part of IUPUI’s commitment to enhancing student success. The 2009-2010 SSA assessment results were used to make substantial improvements in the 2011 program to ensure that student work is academically integrated. The faculty members provided more rigorous math and writing instruction as well as more time-on-task in these areas.

Writing was included for all participating students to help prepare them for W130 or W131 (foundational writing courses). University College created a special project for all participants. The students learned about the Principles of Undergraduate Learning and the RISE challenge and presented posters that applied this learning at the final meeting of the program. In 2012, the University College component will be adopted and led by staff in the Division of Student Life. As it enters its fifth year, the Summer Success Academy has been shown to offer students who complete it the support necessary to succeed during the first year. Evaluations of the Summer Success Academy are posted on the University College [Office of Research, Planning, and Evaluation website](#).

IUPUC began a similar program in 2010 (entitled *Summer Bridge*) with elective student participation, moving to required participation for conditionally admitted students in 2011. The Sophomore Mentoring program was subsequently developed by the IUPUC Retention and Graduation Taskforce to supplement the Summer Bridge program. This program offers additional support to sophomores with a cumulative GPA between 1.5 and 2.5. The program pairs mentees with a successful upper-class mentor as well as with faculty/staff coaches, and represents a creative expansion of the Summer Success Academy model.

*Assessment and Improvement of Learning Environments in the First-Year Experience.* In University College, assessment results inform continuous improvements in curriculum, pedagogy, instructional resources, and student services. Programs are monitored continuously and assessed through rigorous mixed-methods analyses. The [Office of Research, Planning, and Evaluation](#) traditionally has monitored retention and success metrics for the cohort of first-time full-time beginning students at IUPUI, but very recently has broadened its focus to analyze the performance of *all* beginning students at IUPUI—including transfer students and part-time students. This shift reflects IUPUI’s increasing focus on supporting undergraduate students’ timely degree completion against a backdrop of national and state-wide emphases on increasing the percentage of adults holding quality postsecondary degrees. Retention rates are tracked annually and calculated in discrete ways in order to support appropriate comparisons with peer institutions over time (see example below).

**Table 3.8**

One-Year Retention Rate (Fall-to-Fall) First-Time, Full-time Beginners

One-Year Retention Rate by Type	2009-2010	2010-2011
IUPUI* (includes all degree seeking – Bachelors, Associates, Certificates)	73.4%	71.3%
IUPUI* (includes only Bachelor degree seeking)	73.8%	71.8%
IUPUI Indianapolis (includes all degree seeking – Bachelors, Associates, Certificates)	75%	72.9%
IUPUI Indianapolis (includes only Bachelor degree seeking)	75%	74%

\* IUPUI official always includes Columbus

Like all components of the first-year experience, the structure of Themed Learning Communities is routinely evaluated and adjusted in light of assessment findings. For example, several changes were implemented in math-focused learning community classes in Fall 2010, based on research findings from a study conducted during 2007-2009. The math-focused learning community classes began to meet one day a week for one hour and 50 minutes, instead of the previous time span of one hour and 15 minutes. Extending class time by 35 minutes enabled instructors to

incorporate more mathematics problem-solving (time on task) and collaborative learning into the course.

## **Creating Environments that Support the Success of All Students**

IUPUI has invested considerable resources in the creation of learning environments that target particular cohorts of students. We first provide an overview of campus diversity initiatives that relate to the support of student learning. We then describe specific examples of learning environments developed to support success among a range of student cohorts.

*Institutional Commitment to Diversity.* IUPUI is committed to promoting an environment that respects and celebrates diversity as an integral part of its mission (see Chapter 1). The IUPUI web site features the IUPUI Diversity Vision and serves as a repository for documents relevant to the campus diversity mission and goals. Every effort is made to recruit and retain a diverse student population and special emphasis has been placed on increasing the number of international students attending IUPUI. In first-year seminars, students interact extensively with students who differ from them in terms of religious beliefs, political orientations, or personal values; and work with these classmates on projects during class and outside class to prepare class assignments. Co-curricular organizations and activities provide additional opportunities for students to interact meaningfully with others from diverse backgrounds. In a recent student survey, more than six of ten student respondents reported that they very effectively work with people of different races, ethnicities, and religions or respect the views of people who see differently than they do.

[Sidebar: **IUPUI Diversity Vision.** Diversity at IUPUI is a process of inclusion that will allow our university to increasingly strengthen its leadership role in the 21st century. Through the complete integration of diversity into all of the university's core activities we will unleash the dynamic potential of the entire community. In essence, new ideas and concepts that flow from diversity are vital to our quest of being considered a premiere top-tier world-class institution.]

At IUPUI, the [Office of Diversity, Equity, and Inclusion, headed](#) by an Assistant Chancellor for Diversity, Equity and inclusion, coordinates diversity-related campus planning and community partnerships, and oversees [Adaptive Educational Services](#) and the [Multicultural Success Center](#). The addition of an Office of Diversity, Equity, and Inclusion and of a number of faculty and staff positions held by persons from multicultural backgrounds has contributed to the increasingly “warmer climate” that diverse students find on campus. The Multicultural Success Center is a relatively new entity at IUPUI, with the formal space dedicated in Fall 2010. It serves as a campus focus for academic and social support for students from diverse groups.

Diversity efforts are also ongoing on the IUPUC campus. The IUPUC Diversity Council encourages a campus environment supportive of all individuals and groups. Ongoing diversity initiatives include, among others, the IUPUC Excellence in Diversity Award, Adaptive Education Services, and a variety of cultural immersion projects. IUPUC students have access to all diversity-related services, groups, and activities available at IUPUI’s Indianapolis campus.

The [2012 IUPUI Diversity Report](#) provides an update on a variety of performance criteria related to the diversity of the student body. In Fall 2011, the percentage of underrepresented minority students in the incoming freshman class increased to 16, exceeding the percentage of underrepresented minority college-going high school graduates in Indiana, and equaling to the percentage of underrepresented minority SAT/ACT test takers in our service region. Underrepresented minority transfer students in Fall 2011 made up 19 percent of all new transfer students, an all-time high. At the same time, while gains have been made in terms of diversity recruitment, we must continue to improve retention and graduation outcomes for students from diverse groups, and to ensure that diversity themes are reflected in the curriculum and the co-curriculum. Instructional teams in first-year seminars at IUPUI have integrated diversity into the curriculum. During Fall 2010, 451 students completed the University College first-year seminar end-of-course questionnaire and responded to questions designed to assess their perceptions of environmental diversity (encouragement of diverse perspectives and of a learning environment that supports diversity) and contextual diversity (all differences should be understood, respected, and valued). Students' perceptions were largely positive:

- 54 percent indicated that they developed a high appreciation of social and cultural diversity.
- 60 percent reported frequently discussing ideas with students with different views than their own.
- 63 percent reported that instructional team members were highly committed to promoting an environment that respects and celebrates diversity.
- 66 percent reported high levels of activity and classroom discussion that incorporated diversity awareness and appreciation.

Since 2002, University College has also increased academic resources and programming available to African American students across IUPUI. For example, the Young Gifted and Black Luncheon Series, directed and supported by the Black Faculty and Staff Council, is open to everyone on the campus, but designed to meet the academic, social, and cultural needs of African American students. In collaboration with the Communication Studies Department, one University College faculty member offered a course designed specifically to address diversity as a factor in the learning process. This course was available to all students and was granted reimbursed tuition through a University College initiative. Students in the course wrote scripts and music about issues that influence student retention and then performed those scripts at national conferences, faculty development events, and in the community.

In 2004, the Student African-American Brotherhood (SAAB) and, in 2005, the Student African-American Sisterhood (SAAS) were created to address gender-specific issues that influence learning. In 2010, Latino students were added to both groups. In Fall 2011, an assistant director of the Multicultural Success Center was hired to create programming and assist Latino students with issues that affect retention. When the Multicultural Success Center began its work in 2007, the director authorized a review of programs that served multicultural populations. The YGB Program—Young Gifted and Black—was formally assessed by graduate students to determine its effectiveness. The assessment was designed to determine whether students liked/attended the series; the series addressed the issues that influenced their sense of well-being (and thus had implications for their retention); the series encouraged their retention. A committee of the Black

Faculty and Staff Council planned the programming, which University College supported financially.

A number of other co-curricular offerings have been available to students through University College and the Office of Diversity, Equity, and Inclusion, including excursions, culture-specific orientations, and culture-specific graduation celebrations that, based on student reports, made considerable contributions to student learning. The Multicultural Success Center stores a repository of student essays that attest to the impact of these experiences.

At the same time, improvements are still needed in terms of the representation of diversity in the undergraduate curriculum beyond the first year. As depicted in the Table below, relatively few faculty report that they frequently ask students to engage in serious conversations with other students who are very different from them in terms of race, ethnicity, religion, or political beliefs. As will be discussed in Chapter 4, the Inter-Group Dialogue project holds promise for enhancing students' valuing and appreciation of diversity, and for enhancing their ability to engage in transformative dialogue about different social identities.

**Table 3.9. Faculty Survey 2009**  
**Frequency of Class Content and Activities**

<i>In your class, how often do you:</i>	<b>N</b>	<b>Very Often</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>	<b>Mean<sub>a</sub></b>
		<i>Percentages</i>				
Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	278	38.8	28.8	18.3	14.0	2.92
Require students in your course to have serious conversations with students of a different race or ethnicity than their own	276	15.6	18.5	23.2	42.8	2.07
Require students in your course to have serious conversations with students who are very different from them in terms of religious beliefs, political orientations, or personal values	273	18.7	15.0	22.7	43.6	2.09

(Responses on 4 point scale with 1= never to 4= very often)

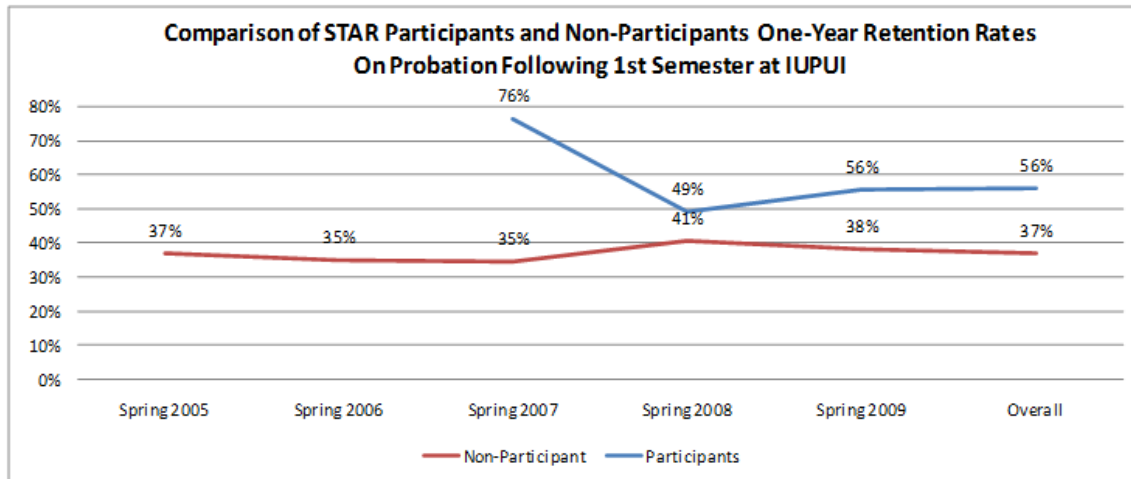
IUPUI has made a concerted effort to improve diversity within all graduate programs, but especially within the Ph.D. programs, because this pool of highly trained students will supply the next generation of faculty members and scholars. An example of these efforts is the [Bridges to the Doctorate](#) program, jointly sponsored by the Department of Microbiology and Immunology and the IUPUI Graduate Office. In place since 2003, the program has had an impact on diversity within the Ph.D. programs in the School of Medicine. A recent evaluation of guidelines for

formative graduate assessment ([Friedrich-Nel, MacKinnon, & Queener, 2011](#)) provides a review of practice across doctoral programs at IUPUI. The study concluded that by combining programming for students at various levels, synergistic results seem to be obtained in that students gain mentoring from those just above their experience level and give mentoring to those just below. This multi-tiered mentoring, coupled with programming designed to enhance student success at each stage of progression, has had a positive impact on the number of enrolled minority Ph.D. students and on student success.

*Supporting At-Risk Students.* Intrusive advising practices with high risk populations succeed at IUPUI. Interventions typically include financial support, proactive and academically focused mentoring, meetings and workshops focused on academic success, career development and personal growth, and community service and engagement. For example, the [Nina Mason Pulliam Legacy Scholars Program](#) currently includes 36 scholars. Participants must be from one of three at-risk groups: low-income students from the child welfare system; students with physical disabilities; and or adult students with dependents. Currently, the average GPA of Nina Scholars is 3.04. Over the last seven years, 94 percent of Nina Scholars have been retained through the 2<sup>nd</sup> year, and since the program's inception, 83 percent have graduated or are currently enrolled. Of the 36 graduates, 15 have advanced degrees, are in graduate school, or have been accepted to graduate school. One Nina Scholar is a doctoral student preparing for qualifying examinations. The distinguishing feature of this program is intrusive advising coupled with holistic support intended to foster resilience and motivate students to set and achieve ambitious academic goals.

Each semester, the Office of Academic and Career Development requires University College students on first-time academic probation to participate in the [Students Taking Academic Responsibility \(STAR\)](#) Program—a free, once-a-week, ten-week intensive mentoring program for University College students in academic difficulty. STAR provides a mentor to support students as they work to return to good academic standing. Mentors assist students to focus on academic success by working together to address challenges, improve strengths, and connect to the various resources on campus that can help them reach their academic and career goals. A combination of students and professional staff from across campus volunteer each semester to be mentors for the STAR Program. The figure below outlines the outcomes of this program for the 220 students who have participated to date. Students engaged in the STAR program consistently exhibit higher retention rates than students who do not engage in the program. In 2010, the program earned the [Outstanding Institutional Advising Program Award](#) from the National Academic Advising Association.

**Figure 3.2**



*IU FLAGS (Fostering Learning, Achievement, Graduation, and Success—FLAGS).* In support of campus efforts to increase student retention and four-year graduation, all faculty teaching undergraduate students are asked to provide feedback early and often on student attendance and class performance. Since Fall 2011, this feedback from the faculty has been accomplished online via the IU FLAGS early alert system. Feedback from the faculty using these rosters allows for quick and targeted intervention with those students who may need assistance. Faculty feedback is then shared with advisors and with student support centers so that students may be contacted and directed to the relevant support center. Midway through the first semester of implementation, 969 undergraduates, enrolled primarily in Gateway courses, had been flagged to seek mentoring or tutoring support through the Bepko Learning Center. The intent of the FLAGS early alert system is for specific school officials to have valuable, timely data in hand so that quick intervention takes place to assist our students toward the goals of graduation and continued future learning and success. IU FLAGS was broadened to include all undergraduate courses at IUPUI in Spring 2012. Success of this program will continue to be monitored centrally through Indiana University’s Associate Vice President for University Planning, Institutional Research, and Accountability.

*Supporting International Students.* IUPUI continuously assesses the international student experience both internally and through externally conducted surveys and tracking of international student retention, graduation rates, and GPA performance. For example, the 2009 International Student Barometer survey conducted worldwide by the i-Graduate organization revealed a need for more supportive welcome services for international students. These services have since been restructured, with particular attention to a coordinated communication stream, providing strategically timed information needed by international students to prepare for their transition and adjustment to a new living environment. Additionally, the International Peer Mentoring Program has been enhanced to facilitate stronger engagement between continuing and new international students. The 2010 International Student Barometer results showed a strong increase in new international student satisfaction with their arrival experience and transition into the campus learning environment—from 87 percent to 94 percent satisfaction.

*Supporting Transfer Students from Ivy Tech Community College.* Approximately one-fourth of all students who transfer to IUPUI every fall from other institutions (not including other IU



campuses) come from Ivy Tech Community College's central Indiana region, far more than from any other feeder institution. As part of IUPUI's mission commitment to improving educational opportunity in the Indianapolis metropolitan area, IUPUI thus collaborates closely with Ivy Tech to facilitate the successful transfer of students from Ivy Tech Indianapolis to IUPUI. The [Passport Program](#), a collaboration between Ivy Tech Community College and IUPUI, promotes increased access to all levels of higher education for people in Central Indiana. The program encourages and assists faculty from both institutions in developing course and program articulation agreements. It currently includes 25 collaborative Associate-to-Bachelor degree options and articulations. One component of the Coordinated Programs (Passport) is Partners, a deferred admission program which helps students strengthen their academic preparation at Ivy Tech before enrolling at IUPUI.

As depicted in the Table below, the number of students entering IUPUI from Ivy Tech Central Indiana has increased dramatically over the past 10 years, along with the number of credits successfully transferred. In 2011-2012, the Passport Program served approximately 1,300 students. Passport works with student services offices to assure that students are informed of transfer opportunities and receive academic advising that helps them make a smooth transition between the community college and IUPUI. Passport also coordinates shared student-life activities, a deferral-referral program to help students build their academic skills, and academic excellence scholarships for associate degree graduates who transfer to IUPUI.

**Table 3.10**

From: Porter, R. (2011). *Ivy Tech Community College Transfers to IUPUI*. Passport Program Presentation.

	Total Students	Students with Transfer Credit			
		Number	Percent	Credits Transferred	Average Credits
1993	63	12	19%	59	4.9
1994	65	18	28%	153	8.5
1995	90	59	66%	460	7.8
1996	105	61	58%	537	8.8
1997	103	62	60%	595	9.6
1998	126	88	70%	822	9.3
1999	154	117	76%	2,059	17.6
2000	177	140	79%	2,316	16.5
2001	210	177	84%	3,275	18.5
2002	231	200	87%	2,862	14.3
2003	264	247	94%	3,419	13.8
2004	363	319	88%	3,983	12.5
2005	384	314	82%	5,105	16.0
2006	527	457	87%	10,733	22.8
2007	487	443	91%	12,445	27.4
2008	488	444	91%	14,658	32.1
2009	407	390	96%	13,484	34.1
2010	519	517	100%	19,414	37.4

Note: Includes all new students who previously attended Ivy Tech-Indpls. Some transfers may have attended additional institutions.

While we have made progress in supporting transfer students from Ivy Tech, we must attend to the needs of *all* transfer students, who represent a growing segment of our student population. We need further assessment of the attainment of these students and their programming needs. A task force has proposed the creation of a Transfer Student Support Center to provide coordinated programming and support to facilitate transfer students' successful transition to IUPUI and enhance their academic success. Seed funding has been identified and the first phase of the Center implementation is planned for Fall 2013.

*Students Who Need Help with Writing.* The IUPUI Writing Center has locations in both the University Library and in Cavanaugh Hall (<http://www.iupui.edu/~uwc/>) and is open to all students seeking help with writing assignments and projects. Sponsored by the School of Liberal Arts, the Department of English, and the Writing Program, the UWC offers students the opportunity to work one-on-one with experienced readers and writers to improve their writing skills and written work outcomes.

*IUPUI Honors College.* The [IUPUI Honors College](#) was founded in 2009 and is situated in a state-of-the-art learning space within the University Library. It emerged, as a key component of

the Academic Plan, from the IUPUI Honors Program which had been based in University College. With the support of competitive recruiting scholarships for high-ability students, enrollment in the Honors College has increased dramatically in the past three years from fewer than 200 students to 484 students in Fall 2011, 627 projected for Fall 2012, and a goal of enrolling a stable cohort of 800 students (200 per class) by 2014. The IUPUI Honors College provides students with challenging educational experiences and opportunities that supplement, integrate, enrich, and provide depth to students' regular degree programs. Students enrolled in the Honors College can earn an Honors Notation on their transcript by completing 24 hours of honors credit. Special financial support for international study experiences and undergraduate research is also available to students enrolled in the Honors College.

The [Office for Women](#) reports to Academic Affairs and offers programming for students, faculty and staff. Students benefit from programming that ranges from a Women's Film Series to financial management advice. In addition, the office annually celebrates women leaders in the student, staff and faculty categories.

*Supporting Adult Learners.* The Center for Adult and Lifelong Learning (CALL) aims to make beginning or returning to school easier for adults, including veterans, through advising and support services targeted to their needs. In IUPUI's early years, more than half of undergraduate students were adults aged 25 or older; today, the proportion has dropped to less than 40 percent as Indiana has increasingly encouraged students to enroll in college directly after high school. We have acted purposefully to assure that older students continue to be welcome and supported at IUPUI. In addition to directing adults to appropriate academic services, CALL connects with community organizations to expand resources available for teaching and learning. CALL also provides career counseling geared toward the needs and life experiences of adults. Staff in CALL maintain close connections with other IUPUI offices, including Admissions, the Division of Continuing Studies, the Department of Organizational Leadership and Supervision (with special expertise in prior learning assessment), Office for Veterans and Military Personnel, Testing Center, and University College (which is expanding its services for new transfer students).

Especially noteworthy is our Office for Veterans and Military Personnel (OVMP). IUPUI has the largest population of student veterans (1,300) in the state. We want to assure that veterans and their families can focus on academic success and reintegration into civilian and student life rather than on administrative red tape. The OVMP provides a single point of contact for students with any type of military affiliation, coordinating services for veterans across the campus and advocating for students on issues related to military experiences and student status.

*Living-Learning Communities.* LLCs within Housing and Residence Life in the IUPUI Division of Student Life provide a supportive living learning environment for our students, offering group experiences for navigating classes and living situations, especially during the first year of college. Students in LLCs tend to take more than one class together and to participate together in out-of-class activities that help them learn more deeply about a common area of interest. Three new LLCs are planned for Fall 2012 term: one will support the needs of first-generation college students, another will support out-of-state students, and the third will focus on sustainability. The LLC for first-generation students will focus on building academic skills and fostering meaningful connections to faculty and/or staff. In addition, issues unique to first-generation

students, like balancing academic work with meeting expectations of friends and family from home, will be addressed. This learning community will promote a smoother transition process for first-generation college students living on campus.

The LLC for out-of-state students is designed to provide direct personal, social, and academic support within a community of others who live far away from their families. Full-time students from outside Indiana persist at significantly lower rates than their in-state peers. The LLC environment will foster communication about long-distance issues and provide opportunities for academic collaboration and social support.

Students in both LLCs will receive monthly intrusive academic advising, access to the Bepko Learning Center and other academic support centers, group study tables in the Housing and Residence Life facility, and many other opportunities for learning and fellowship in a shared living facility. More information can found online: <http://life.iupui.edu/housing/>.

*Students Who Need Financial Aid.* IUPUI is concerned with the rising cost of higher education and the impact of loan debt on the future of our graduates. Within the media, much of the discussion of higher education has focused on rising tuition and fees. At IUPUI, as at state colleges and universities across the country, increases in undergraduate tuition and fees have tended to follow decreases in state general academic appropriations, as shown below in Figure 3.X. While we have expanded gift aid (scholarships, grants to students with financial need, and fee remissions for IU employees); students are nonetheless incurring increasing levels of debt. To address this worrisome trend, we have implemented a number of financial literacy initiatives, including our [financial literacy website](#). Additional attention to student borrowing is planned for 2012-2013 to determine other strategies to assist students in making sound financial decisions.

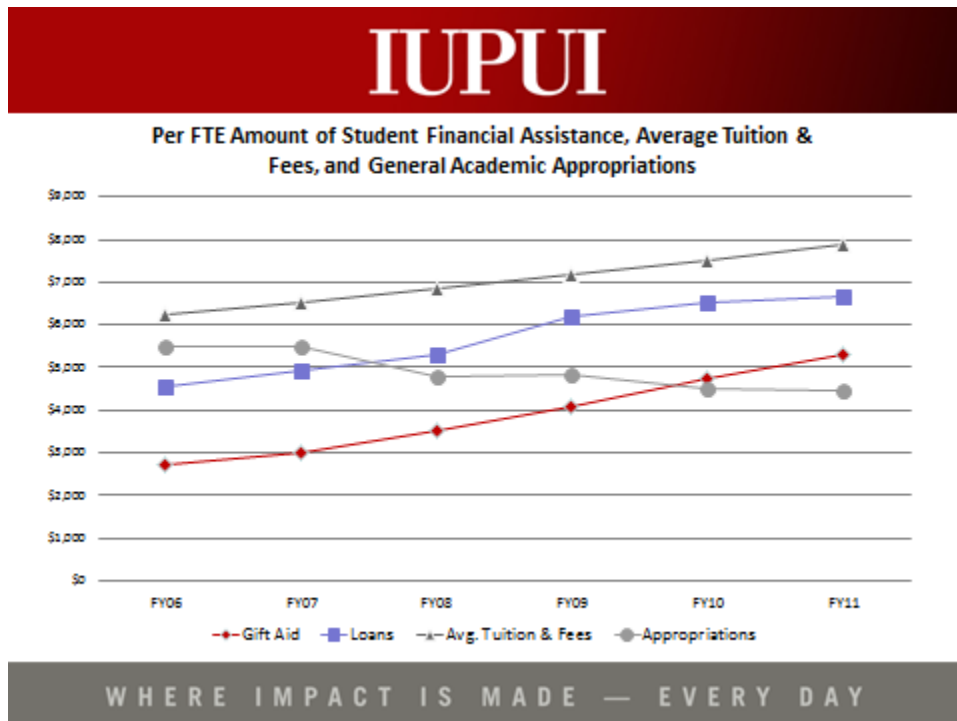


Figure 3.X below shows increases in IUPUI scholarships over the last decade. The current capital campaign has thus far enabled six schools to garner 22 endowed RISE scholarships; each will contribute \$20,000 annually to students' RISE experiences. We plan to continue implementing innovative scholarships and grants to assist students in meeting the cost of their education and progressing to a timely graduation. Among the scholarships implemented or significantly increased in the past five years are:

- **The Passport to IUPUI Scholarship**  
<http://www.iupui.edu/~scentral/returning/transferlistings.html> (awarded to associate degree graduates of Ivy Tech Community College or Vincennes University),
- **The Community Access Matching Partner Program** (awarded to students receiving scholarships from community partner organizations),
- **The Norman Brown Diversity & Leadership Program**  
<http://www.iupui.edu/~scentral/continuing/general.html> (awarded to academically gifted students who have demonstrated a commitment to developing leadership skills for today's multicultural world),
- **The Roads Scholars Parking Program**  
<http://www.iupui.edu/~scentral/continuing/general.html> (free parking for the fall semester for students who complete at least 12 credit hours the fall and spring semesters with a 3.8 GPA),
- **The Graduation Incentive Grant**  
<http://www.iupui.edu/~scentral/continuing/general.html> (provides funding to previously enrolled part-time seniors to support full-time enrollment and graduation),
- **Emergency Grant.** (provides funding to assist undergraduate students with financial emergencies that would prevent the student from continuing enrollment).



***Core Component 3d. The organization's learning resources support student learning and effective teaching.***

IUPUI has devoted extensive attention to developing and evaluating resources for effective teaching and learning over its 40-year history. Consideration of such resources is an integral part of strategic planning processes, both for the campus and for its constituent schools, and these elements are well articulated in our campus master plan, as discussed in Chapter 2. As a result, existing resources serve us well, and the past ten years have seen particularly rapid development of buildings and facilities. Nonetheless, because of current financial constraints, these additions have not kept pace with need. We face a continuing shortage of needed classrooms, housing, and other educational space.

Indiana University is internationally known for its IT strengths, and IUPUI has certainly benefited from that strong infrastructure. University Information Technology Services (UITs) has responsibility for university-wide strategic IT planning, which takes place in consultation with appropriate campus constituents. A recent move by UITs to centralize control of IUPUI student technology fees has resulted in some improved coordination of services, but also proved controversial in schools whose faculties believe that their unique needs may not be met as well through a centralized model. Throughout this section, all of these elements will be further evaluated.

**Planning for Effective Resources**

Budgeting priorities established in our annual campus planning process reflect improvements in teaching and learning as a core value of IUPUI. (See Chapter 2 for complete information.) The IUPUI Master Plan incorporates our priorities for large-scale capital projects, including completion of two new laboratory buildings supporting graduate and clinical programs of the School of Medicine and a new classroom/laboratory building that broke ground in 2012 to support research and teaching for the School of Engineering and Technology and the School of Science. Several major renovations would not have been possible without budgetary prioritization and buy-in from faculty and administrators: renovated space in University Library for Honors College and Graduate School offices; thorough remodeling of the ground floor of Taylor Hall to create an inviting Multicultural Success Center with offices and technology classrooms; and collaborative planning for resource reallocation by the School of Liberal Arts, UITs, and campus administration to create 5,300 square feet of new classroom space in Cavanaugh Hall. The exceptional simulation labs in Fairbanks Hall resulted from collaboration among the School of Medicine, the School of Nursing, and Clarian Health (now IU Health). The only such facility in the state, the labs are used not only by students but also by practicing physicians and medical professionals from other hospitals and medical corporations. The dental simulation lab was funded in large part by alumni and the Indiana Dental Association.

**Classroom Resources**

Faculty can search classroom resources through on [online database](#) and select a room based on parameters that meet their needs. As the campus has grown, our classroom needs have often exceeded our resources. As a result, we move to add classrooms when and where possible and to

maximize utilization of existing classroom inventory. In addition to the main campus near downtown Indianapolis, we have satellite learning centers at [Park 100](#) (North West side of Indianapolis, housing 7 classrooms, a 20-workstation computer lab, and a study area) and [Greenwood](#) (South Central Indianapolis, housing 5 classrooms, a computer lab, and a study area). IUPUC maintains 21 classrooms, four computer labs, and four science labs as well as spaces shared with neighboring Ivy Tech Community College in Columbus. In May 2012, we announced that our University Place Hotel and Conference Center will convert in 2013 to much-needed additional 15 classrooms, including a large auditorium/classroom.

#### *School-Based Resource Improvements.*

- *Kelley School of Business.* [Redesigned Kelley School of Business Learning Spaces.](#) Working with community partners, the Kelley School of Business at IUPUI led a successful redesign of open learning spaces along the main corridor of the Business/SPEA building. Heavy student use attests to the success of the design, which combines functional and visual appeal. Incorporating technology into this public space helped Kelley respond to student survey data that students in evening classes had difficulty finding unlocked spaces for individual and small-group study.
- *School of Science.* Several science-related academic support centers, including the Math Assistance Center (MAC), Biology Resource Center (BRC), Chemistry Resource Center (CRC), Computer Science Tutoring Center, and Psychology Resource Center were developed to provide peer mentoring and tutoring to undergraduates, with particular attention to needs of first- and second-year students.
- *School of Nursing.* Through an undirected alumni donation, the School of Nursing was able to completely renovate the fourth floor of the nursing building. In addition to faculty offices, there are four multi-purpose meeting rooms that can be used by faculty for student meetings, dissertation defenses, and small seminar breakouts.

#### **Library Resources**

IUPUI is very fortunate to have outstanding library facilities and resources, including the University Library, Ruth Lilly Medical Library, Law Library, Philanthropic Studies Library, Dentistry Library, and IUPUC Library. Librarians, who are eligible for tenure, work as liaisons to schools, participate in instructional teams for first-year seminars, and assist with information literacy initiatives for students and faculty.

*University Library.* Since the opening of its current building in 1993, the University Library (UL) has been a leader among academic libraries. UL contains over 1.2 million volumes and provides access to more than 80,000 electronic serial titles. With [over 400 computer workstations](#) available for individual work, group study and classroom instruction, the library informs, connects, and transforms the lives of students through leading-edge technology and the expertise of a full-time [faculty of 30 librarians](#). In the library's new, fully configurable instructional space for library classes, the [2120 Learning Lab](#), students learn to navigate electronic resources and use them ethically in their research. The [Rich Media](#) area on the fourth floor gives students tools to produce high-end multimedia projects in a collaborative environment. The library houses the 100-seat Ruth Lilly Auditorium and a variety of meeting

rooms, annually hosting over 4,000 meetings and classes. An online system allows students to [reserve 30 private study rooms](#), which are booked over 23,000 times a year. Library resource utilization is transparent and can be tracked on the library's [dashboard](#).

UL serves approximately 20,000 undergraduates and thousands of graduate and professional students. In addition, it is the only university library in the state providing public access. Open an average of 100 hours each week during regular semesters, in 2010-2011 library staff answered 18,575 reference questions and helped patrons with 61,400 circulation transactions. Students searched the library's 13 most popular electronic resources 3,906,572 times and conducted 2,457,921 successful full-text article requests. In 2010-2011, the 410,276 items in the library's digital collections were accessed approximately 1,740,000 times, with 42,775 queries of the digital collections conducted. The number of interlibrary loan filled requests received from other libraries and providers was 29,218; the number of interlibrary loan filled requests provided to other libraries was 36,629. In 2010-2011, there were approximately 1.5 million visitors to the library's web site from 181 countries and territories. Public computers in the library were used 357,430 times by 20,349 unique users. In 2010, librarians made 557 instructional visits to 329 classes, making contact with 8,501 students. Approximately one-third of those classes were first year experience courses.

*Ruth Lilly Medical Library.* The Indiana University School of Medicine Library, also known as the Ruth Lilly Medical Library, was established in 1908 and is the only academic health sciences library in the state. It is the primary information resource for faculty, students and staff of the School of Medicine, School of Nursing Graduate Programs, and Wishard Hospital, and a major information resource for the School of Health and Rehabilitation Sciences. It also serves licensed Indiana health care professionals. The current library's 50,000 square feet of space includes tables and study areas that can seat 200 users, with almost 100 public computer work stations for the use of patrons. The medical print book and journal collection is the largest in Indiana and includes some 200,000 volumes, in addition to a special collection of books, journals and artifacts focused on the History of Medicine. The Medical Library has seven tenure-track and three non-tenure track library faculty with master's degrees or higher and 25 additional library staff members. The newly renovated space includes four computer classrooms and 16 team-based learning clusters.

*Ruth Lilly Law Library.* The Ruth Lilly Law Library provides in-depth legal research sources and extensive reference outreach services. The collection of over 600,000 volumes in electronic, print and other media contains primary and secondary source law materials including United Nations depository materials. The library also subscribes to a wide array of topical law electronic resources, which are available both in-house and via remote access to the student body campus-wide. The library facility includes two computer labs, eight group study rooms, two conference rooms and a recently renovated research commons. Numerous private seating configurations include lounge seating, large and small reading tables, and study carrels. The local bar association is supported through a dedicated lawyers-only room with a free Westlaw terminal. The staff includes ten appointed librarians, five of whom hold both J.D. and M.L.S. degrees; the library director is a tenured member of the law school faculty. Twelve full-time library staff positions support the service mission of the library. The library provides extensive hours of operation, being open 105 hours a week and offering 73 hours of reference desk coverage, for the



convenience of both day and evening students. Librarians work closely with the law faculty and the three law review organizations in providing document delivery, legal research assistance, and instruction. The instructional librarians teach in the first-year legal research program, and they recently developed a required online legal research course as well as guest lecturing in law courses. The librarians also offer individualized assistance to students completing research projects.

*Philanthropic Studies Library.* The Joseph and Matthew Payton Philanthropic Studies Library, housed on the second level of University Library, prepares individuals for lives of service through a wide range of materials and expertise, including approximately 25,000 volumes, access to Philanthropy Resources Online, a dedicated Ph.D. librarian, and a full-time philanthropy archivist. Philanthropy Resources Online hosts an average 2,200 users each year with open access to more than 350 full-text documents.

*IUPUC Library.* The University Library of Columbus is located in the Columbus Learning Center. The library is open an average of 13 hours Monday through Thursday, nine hours Friday and seven hours Saturday. It contains 36,000 volumes and a wide range of electronic resources, including 85,471 e-journals and 226,846 e-books. Bibliographic access to electronic resources is available through the library web site ([www.iupuc.edu/library](http://www.iupuc.edu/library)). The University Library of Columbus is foremost a teaching library and offers services supporting information retrieval, library instruction, and information literacy. Usage data for the student information commons (computer work stations within the library/CTL envelope) show that log-ins increased 9.4 percent between 2010 and 2011, with general reference queries increasing one percent per year since 2005. IUPUC budgets \$50,000 annually for acquisition of library materials to support curricula.

*Dental Library.* Established in 1881, the School of Dentistry Library, staffed by two full-time faculty librarians and two full-time library assistants, serves approximately 650 professional dentistry, dental hygiene, and dental assisting students, as well as the school's faculty and staff. The library is open 79 hours weekly during the dental school's regular semesters and has seating to accommodate 103 patrons. It houses over 53,000 physical volumes, subscribes to more than 190 online dentistry-related journal titles, and provides access to 260 dentistry-related online books. Access to the extensive online journal and book resources held by the Ruth Lilly Medical Library and the IUPUI University Library is also available. Nine public computer workstations provide access via the dental library's web site ([http://iusd.iupui.edu/library\\_home/](http://iusd.iupui.edu/library_home/)), school and campus online resources, and the Internet. The dental library also includes the dental school's computer lab, equipped with 15 workstations and a ceiling-mounted computer projector. The school's wireless network, which supports student and faculty laptop and mobile device use, is available throughout the library. During 2010-2011, library staff answered 660 reference questions, helped patrons with 4,459 circulation transactions, and held 36 library instruction, information literacy, and information retrieval instructional sessions. Topics covered included biomedical database and online book resource searching, research project management workflow tools, and citation management software use. Over 900 dental school students and faculty participated in the sessions.

## Technology Resources

IUPUI is fortunate to have abundant technology resources to support teaching and learning priorities. A university-wide student technology fee supplements institutional and departmental funds to assure that these services are well supported, both by personnel and by online self-help services as appropriate.

*Central IT Support at Indiana University.* Central IT support is provided through University Information Technology Services (UITS) through support centers located on each campus. In addition to walk-in services for faculty, staff, and students, live online “chat” support and 24/7 phone support are available.

- The Knowledge Base (the “KB”) is a freely accessible online collection of over 16,000 documents. The KB answers questions about information technologies, especially those relevant to students, faculty, and staff across Indiana University campuses. A large variety of topics is covered through a full-text search feature, as well as a menu-based interface that sorts common questions by topic.
- The Lynda.com service provides online educational materials, instructional books, and CD-and DVD-based video training on a variety of IT topics. Through an agreement between lynda.com and Indiana University, video-based e-learning courses on more than 1,000 IT topics are now offered free of charge to IU faculty, staff and students. Faculty may also use lynda.com content as instructional material in their courses.
- The Oncourse learning management platform is supported through an extensive system of multi-media tutorials, help menus, and technician support. The staff of nine consultants at the Center for Teaching and Learning offers customized workshops and individual consultations to help faculty use this important learning environment effectively.
- UITS’ IT Training unit regularly offers STEPS (Simplifying Technology, Enhancing Productivity and Skills) workshops on a wide variety of topics to enhance teaching and learning. Workshops are free for IUPUI students and offered to everyone else for a nominal fee. In the Spring 2012 semester, however, a pilot program provided workshop enrollments at no charge to IU faculty and staff. Based on significantly higher workshop enrollments and positive feedback from faculty and staff, the pilot program is now being considered as a permanent service. Ancillary training materials are available as free downloads through the UITS web site. (See <http://ittraining.iu.edu/>.)

*Transfer of Student Technology Fee (STF) Management to UITS.* Central management of STF funding has allowed the application of the pooled resources in ways not possible under the previous model. Several initiatives in progress will result in new Student Technology Centers (STCs), classroom space, and an expanded computer-based testing center.

- Through a partnership with several schools, campus administration, and the IUPUI Testing Center, a comprehensive computer-based Testing Center was developed to fill the placement testing, classroom assessment, and high-stakes testing needs of the IUPUI community. The Testing Center relocated from the Union Building to a more central campus presence in BS 3000 in Fall 2011. The Testing Center vision includes future

expansion to other locations in times of high demand and offers the potential to return significant classroom time to faculty for instruction.

- Significant progress has been made in updating obsolete technology and creating a larger pool of resources from which students can draw. Some of the key benefits resulting from the transition include:
  1. *Removing barriers to student access to technology.* Resources that were restricted to a particular discipline are now open to all students, making access more convenient and increasing utilization. IUPUI now has 54 Student Technology Centers (STCs) with 917 seats that UITS manages directly. UITS replaced 703 workstations and also developed the “Seat Finder” application for IU Mobile (<https://m.iu.edu/>) to help students find computers and open seats.
  2. *Homogeneous user desktop environment.* Standardization of desktop environment and start menu program structure across public info-stations, instructor stations in general inventory classrooms, computer labs, and computer classroom machines provides a consistent end-user experience.
  3. *Broad availability of application.* Central management of instructor software requests and application licensing allows more efficient pooling of application licenses and broader availability of most applications across the campus.
  4. *Registrar control of scheduling.* IUPUI’s Registrar now schedules 15 computer classrooms. Schools housing these labs continue to receive priority scheduling, while opening these scarce resources to other schools, thus improving overall utilization.
  5. *New partnership with University Library.* UITS and University Library collaborated to create a new Rich Media Cluster on the fourth floor of UL to support students, faculty, and staff in their teaching, learning, and research.

*Evaluating Technology Services.* UITS evaluates satisfaction with the IUPUI technology environment principally through satisfaction surveys and focus group discussions. Regular UITS surveys include a random sample of 800 undergraduates, 400 graduate students, 400 faculty, and 400 staff. Survey results are posted on the web at: <http://www.iu.edu/~uitssur/>. The undergraduate satisfaction rating from the 2010 survey will serve as the benchmark for observing trend data in the coming years. Satisfaction scores in four categories will be tracked: Student Technology Centers, software, printing, and consulting. Undergraduate ratings in these categories have been improving overall since 2007. As the 2010 survey was conducted early in the process of transition to UITS, rather than school-based, control, the scores (measured on a five-point scale, with five being the most favorable) do not reflect the full impact of the transition but are generally high at 4.15 to 4.31.

Comments and anecdotal data also provide useful information. Several hundred comments and suggestions are received through the UITS annual survey. Additionally, in April and May 2010, the IUPUI Office of Information Management and Institutional Research interviewed students about IT resources for students. Additional feedback to UITS comes from the Student IT Ambassador Program, which comprises student liaison groups recently established at IUPUI and IUB.

*Innovative Technology Classrooms.* An experimental space in the ICTC building was created to test new models of technology-rich classrooms. The first pilot model was a collaborative environment where students and faculty could interact and share information easily. During the 18-month pilot of the collaborative classroom, 14 courses were scheduled in the space by Education, Geography, Informatics, Journalism, Liberal Arts, and Social Work. The enrollment of participating classes totaled 255 students. The partnerships fostered in this space proved valuable and led directly to creation of a new general-inventory classroom for collaboration (ES 1117), with three more general inventory and two departmentally owned classrooms coming online for Fall 2012. The next iteration of the experiment will be an immersive classroom that explores and refines models of video collaboration and distance education, with initial use in Summer 2012. The new collaborative classroom in ES 1117, designed to immerse students in a technology-rich collaborative learning environment, includes group collaboration tables (with a 40" flat panel display for each group), portable whiteboards to further enhance group work, and a variety of collaborative software applications. The professor who used the experimental room throughout the pilot period saw the classroom's impact on her students immediately, noting increased participation in classroom discussion and improved sharing for reflection on each other's work.

*IUPUI Multicultural Center.* Exemplifying technology resources to support learning beyond the classroom and library, the new Multicultural Center **Student Technology Center** provides round table design with flat panel displays that enable students to work collaboratively on projects, individual seating for mobile technology users, 14 workstations, a black and white printer, and ergonomic chairs.

*Specialized resources.* Most schools or departments support faculty and student needs for specialized software or equipment. The School of Engineering and Technology, for instance, provides two race cars for use by students in Motorsports Engineering, a program ranked in the top five of American automotive college programs by the Edmunds.com automotive information site, in part because of its emphasis on hands-on, experiential learning. The School of Informatics and UITS also support a virtual reality theater for research and teaching, and an advanced visualization lab for scientific visualization, high-end computer graphics, tele-collaboration, and projection-based virtual reality devices. The ICT Complex's 200-seat auditorium, the only such facility within Indiana University, features high-end 3-D projection and surround sound, full digital recording and mixing capability, and simultaneous broadcasting at additional sites through high-performance network capabilities of Internet 2. These facilities offer significant learning opportunities for students in music technology as well as in the various informatics disciplines.

**Technology resources and support at IUPUC.** The Columbus Learning Center maintains classrooms, laboratories, and support services for the students of IUPUC. Opened in 2005, the CLC is the technological hub for IUPUC. The Office of Information Technology provides central access and support to all technical resources at IUPUC. Center for Teaching and Learning staff are dedicated to promoting the innovative use of technology in student learning strategies. Workshops are offered at no cost to students, staff, and faculty. Standard sessions include use of Illustrator and Photoshop software, workshops on efficient use of course management software, and library/bibliographic instruction sessions given by librarians. The library/CTL space includes

a reserved faculty workroom for part time instructors, an innovation classroom, an electronic classroom/lab, a curriculum resource lab, 40 computer stations, 3 printers, 8 scanners, and work stations with a variety of adaptive technologies.

### **Clinical Resources**

As the state's only health and life sciences campus, IUPUI maintains substantial resources for student clinical learning. At the core of a statewide health network, the hospitals on campus provide students rich clinical learning opportunities unparalleled in the state:

- IU Health University Hospital
- IU Health Methodist Hospital
- Riley Hospital for Children at IU Health
- Wishard Health Services
- Richard Roudebush VA Medical Center
- Larue D. Carter Memorial Hospital

Riley, IU Hospital, and Methodist together record a million in- and out-patient visits per year; Wishard and Roudebush together handle another million patient visits each year. Together this huge tertiary-level patient base provides a range of superb clinical education opportunities.

Additional clinical experiences in the Indianapolis metropolitan area are also provided at St. Vincent Health Services, Rehabilitation Hospital of Indiana, the Indiana Hand Center, IU Health North and West Hospitals, Community Hospitals of Indianapolis, and St. Francis Health Services. Through a host of partnership arrangements, students also enjoy experiences in affiliated hospitals across the state and nationwide. Specialized clinics support clinical experiences for students in such health sciences as physical therapy, nutrition and dietetics, occupational therapy, health information administration, and dentistry. As a statewide school, the School of Social Work accommodates clinical experiences for its students where they live, work, and study.

Equivalent to clinical experiences for students in the health professions are field experiences for many other students. Internships abound in programs across campus, not only in traditional business disciplines. Through partnerships with PK-12 schools and informal learning organizations, education students participate in short-term observations, as well as extended practice teaching. Partnerships with area world-class museums support experiential learning for students in museum studies and the arts.

### **Resources for Student Research, Scholarship, and Creative Activity**

As an urban research university, IUPUI offers an array of laboratory and other forms of research experiences for undergraduate and graduate students. Multiple funded laboratories are active in many schools on campus. In addition to the scholarly resources available through the campus libraries, their linkages with major academic research libraries at other universities and centers such as The Library of Congress support scholarly learning by upper-division and graduate students. The relocation of Herron School of Art and Design to the state-of-the-art Eskenazi Hall

in 2005 expanded studio space for visual-arts students as well as galleries for community outreach. Herron's 26,000-square-foot sculpture and ceramics facility just north of the main campus will soon be significantly expanded to accommodate the growing range of multimedia, fabrication, and foundry facilities needed for 21<sup>st</sup> century excellence in these fields.

### **Evaluating and Assessing Resource Effectiveness**

As the numerous descriptions of evaluation practice included in programs and services discussed throughout this chapter suggest, the “culture of evidence” cycle illustrated in Figure 2.1 pervades the campus. From campus-level surveys conducted by IMIR to units' annual evaluations of their accomplishments to focused evaluation of specific projects, we regularly seek to understand how well our services are working and how we can do better. In most cases, however, the number of variables that contribute to student learning and effective teaching is so large as to make it nearly impossible to pinpoint the exact contribution of any single resource to the end result of, for example, having achieved competence in a learning objective at a particular level of mastery.

Therefore, to understand the benefits of resources such as libraries or technology, we often default to satisfaction as an indicator that may imply effectiveness. The Center for Teaching and Learning, for example, regularly surveys participants in all its events with a short questionnaire about the perceived benefit and likely usefulness of information provided via the event. Results of these surveys are considered in aggregate as CTL leaders and advisors plan future programs. For services like grant programs administered by the CTL or the Center for Service Learning, early data on numbers of students enrolled in a redesigned course or using a newly remodeled learning space can be accumulated. For special-purpose evaluations, such as those for Course Enhancement Grants, later impact surveys of the faculty recipients can provide information about long-term results and improvements observed. In a different context, regular surveys of student perceptions of clinical experiences or internships may lead to faculty decisions to discontinue or expand work with particular organizations.

At the campus level, the Office of Information Management and Institutional Research (IMIR) surveys students annually (except during NSSE years) and faculty on a three-year cycle about a range of attitudes and opinions, including satisfaction with selected support resources. In the most recent survey of continuing students (2011), 81 percent of respondents expressed satisfaction with the overall quality of instruction at IUPUI and 89 percent with the general helpfulness of faculty, while 63 percent were satisfied with use of technology in the classroom. In the most recent faculty survey (2009), 75 percent of respondents expressed satisfaction with technology support for teaching, 72 percent with technology support for students taking classes, and 64 percent with faculty development opportunities at IUPUI. IMIR posts results from all surveys on its [web site](#) for ready reference by faculty, staff, and institutional committees as they plan.

New technologies have enabled an explosion of online surveying. One major drawback is that potential participants, especially students, are showing signs of survey fatigue, and response rates for all surveys are declining. A major benefit, however, is the ease with which individual departments can conduct specific research quickly with a focused audience (setting aside concerns about the quality of survey design). For working purposes, faculty and staff can get

quick responses to their questions, and students may respond more readily to a known survey source than to an unfamiliar administrative office. Thus, as noted briefly above, the Kelley School of Business in Indianapolis has been able to poll its students about satisfaction with varied school services, using results to redesign the primary classroom corridor in the Business/SPEA building to create inviting, accessible, informal learning spaces that have been greeted with enthusiastic and heavy use day and night.

## Strengths and Challenges

### Strengths

- Attention to assessment has increased steadily since the 1980s. At IUPUI, assessment results inform improvements in curriculum, pedagogy, and student services. Extensive assessment efforts have helped us to understand, not only what students are learning, but what instructional methods and interventions support student success. When we identify an opportunity for improvement, we make appropriate adjustments. This strength is especially evident in our programs for beginning students. Some assessment findings have led to new or expanded student services, resulting in improved effectiveness in the ways services are provided.
- IUPUI reached a milestone in 2009-10 with the launch of a synchronized approach to campus-wide assessment of the Principles of Undergraduate Learning (PULs). Promising work begun in 2009-10 will help us document student learning of the PULs from co-curricular experiences as well.
- We are [transparent internally and externally](#). Information on institutional effectiveness is shared and disseminated widely (through the Institutional Dashboard, the online [IUPUI Performance Report](#), Quick Facts, IMIR, PAII, UC, and URR). We have developed a [site](#) that contains all of our evidence related to the assessment of student learning, mapped to the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework, which is intended to help institutions evaluate the extent to which they are making evidence of student accomplishment readily accessible and potentially useful and meaningful to various audiences.
- IUPUI supports professional development of faculty through several award-winning university-supported centers, including the Center for Teaching and Learning, the Center for Research and Learning, the Center for Service and Learning, the Office of International Affairs, Faculty Appointments and Advancement, and the Office of Faculty Affairs and Professional Development in the IU School of Medicine. While university resources provide base funding for these centers, they have also been highly successful in securing external support for major campus-wide initiatives.
- The institution provides exceptional academic resources and support, as well as a wide variety of environments, for enhancing student learning at both the undergraduate and graduate levels. These include the various resource centers in University College, the libraries, the state-of-the-art simulation facilities available to students in clinical disciplines, and a robust information infrastructure.
- IUPUI supports diversity of people and opinions at both the undergraduate and graduate levels. Our Office of Diversity, Equity, and Inclusion opened its doors in 2008 to respond

to the needs of underrepresented students. The Multicultural Success Center opened in 2010 in a prominent area of campus. That commitment to diversity is further embedded and elaborated in a culture of service learning.

## Challenges

- IUPUI has made enormous progress in assessing student learning outcomes, but schools and departments vary tremendously in terms of assessment methods and systematic use of findings to make targeted improvements in teaching and learning. Our next assessment priority must be to ensure more consistent use of assessment data to identify and implement needed improvements, in order for students to achieve intended learning gains as they experience the curriculum. To this end, the Program Review and Assessment Committee has taken steps to ensure that all schools receive feedback on annual assessment reports that will enable them to improve assessment practices. In addition, the Council on Retention and Graduation must continue to be involved in sharing best practices for retention across schools.
- While we have made progress in recruiting students from underrepresented groups and increasing the diversity of the study body, we must continue to improve retention and graduation outcomes for underrepresented students. Creating the Office of Diversity, Equity, and Inclusion, the Multicultural Success Center, and the Student African American Brotherhood and Student African American Sisterhood are all positive steps. We have also found that our first-year experience programs and other interventions disproportionately benefit underrepresented students. We will need to continue to monitor outcomes and to implement interventions and improvements in this area, based on assessment findings.
- We rely increasingly on associate faculty, with insufficient support and resources for them. In the 2009 faculty survey, only 23 percent of respondents indicated that they were satisfied or very satisfied with the “adequacy of support for part-time faculty.” While associate faculty are supported by the CTL and Academic Affairs with special programming and modest support for conference travel, we need to consider whether more can be done for these faculty in the current fiscal climate.
- IUPUI offers extensive support for faculty to teach effectively, but the perception exists that excellence in teaching is not valued as a focus area for promotion/tenure for tenure-track faculty as highly as research in the given discipline. Many more faculty now choose excellence in research over excellence in teaching as a focus for their tenure documents. One result is that junior tenure-track faculty do not utilize the teaching support services (or the technological resources) offered by IUPUI and IU to the extent that they might. On the other hand, the percentage selecting teaching still exceeds averages for research-intensive universities and a higher proportion of faculty select teaching as a focus for promotion to full professor. As our campus moves to a research-intensive level, we may need to monitor these phenomena carefully.
- Transfer students represent a sizable portion of IUPUI’s student body. We need further assessment of the attainment of this segment of our student population and attention to its programming needs.
- The ePortfolio has not been as widely adopted as originally envisioned. A more broadly used ePortfolio would enhance our ability to identify needed improvements in teaching



and learning at an institutional level and within schools and programs, and would also enable students to reflect on their learning of the PULs as they experience the curriculum. A current project to use the ePortfolio for the Personal Development Plan that students begin in the First-Year Seminar shows promise of broad adoption. Currently, IU-wide committees are working with UITS to select a new ePortfolio platform. It is critically important that IU selects a system that will better serve the range of campus needs and uses for an ePortfolio.

## Chapter 4: Acquisition, Discovery, and Application of Knowledge

***The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.***

IUPUI's [Principles of Undergraduate Learning](#) (PULs) articulate the faculty's shared vision of what it means to be an educated person and, specifically, a graduate of IUPUI. These broad abilities, skills, and dispositions prepare students to meet the challenges of a globalizing society; to work, create, and contribute to organizations and communities; and to continue learning throughout their lifetimes. The same values embodied by the PULs inform our approach to graduate and professional education, expressed in the Principles of Graduate and Professional Learning (PGLs), and the work of our faculty in research, scholarship, and creative activity. We place particular emphasis on collaborative and applied research and learning that span disciplinary and organizational boundaries and engage the institution in a wide range of community partnerships. Research focused on application to community needs, especially those of urban communities at IUPUI and regional communities at IUPUC, comprises a major focus. Students, both undergraduate and graduate, are central to these efforts.

***Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.***

As a vibrant urban and health sciences research university, IUPUI advances teaching and learning, research, scholarship, and creative activity, and civic engagement that address key needs and support economic development at the local, statewide, national, and global levels. Fulfilling our mission in a rapidly changing world requires students, faculty, and staff alike to cultivate abilities and attitudes that promote lifelong learning for both individuals and the organization. Accordingly, policies, practices, and resource allocation in all areas of institutional work support continuous learning.

- For students, the PULs and PGLs lay the foundation for ongoing intellectual inquiry, discovery, and application. The PULs and PGLs were addressed in Chapter Three and will be discussed in greater detail under Core Component 4b.
- For faculty and staff, the organization provides opportunities for ongoing professional development through Human Resources Administration, the Center for Teaching and Learning, the Center for Service and Learning, the Office of the Vice Chancellor for Research, the Office of Academic Affairs, and many other units.
- Research initiatives like the Signature Centers and Translating Research into Practice promote inquiry and discovery that cut across traditional disciplines and encourage faculty to apply their expertise to urgent societal problems and issues that directly affect the quality of life.
- In concert with Ivy Tech Community College and local and regional partners, IUPUC has undertaken a number of strategic initiatives to carry out its mission and strategic

commitments to “university-based education of citizens,” to “meet[ing] the global work force needs of regional industry with the right programs at the right times,” and to “serv[ing] cultural, intellectual and economic development in the region through collaboration and innovation.”

## **Policies and Infrastructure for Acquisition, Discovery, and Application of Knowledge**

*Support for Freedom of Inquiry.* Creating new knowledge that can be applied to society’s needs and educating our students to meet their full potential require freedom of inquiry. IUPUI and IUPUC subscribe to and honor [university-wide policies that mandate freedom of inquiry for faculty, staff, and students](#), as set forth in *The IU Academic Handbook*. The *Handbook* specifies that “the central functions of an academic community are learning, teaching, and scholarship. Academic freedom, accompanied by responsibility, attaches to all aspects of a teacher’s and librarian’s professional conduct. The teacher and librarian shall have full freedom of investigation.” Similarly, the Preamble to [The IU Student Code of Rights, Responsibilities, and Conduct](#) assures freedom of inquiry for students: “the purposes of Indiana University include the advancement of knowledge, the pursuit of truth, the development of students, and the promotion of the general well-being of society.”

*Infrastructure for Knowledge Acquisition, Discovery, and Application.* Developing an effective organizational infrastructure to support the acquisition, discovery, and application of knowledge and, specifically, IUPUI’s planning theme of research, scholarship, and creative activity has been an IUPUI priority over the past decade. This period has seen substantial organizational change at both the university-wide and campus levels. Until 2007, the Office of the Vice Chancellor for Research (OVCR) was responsible for research administration, compliance, and development at the campus level. That year, IU consolidated oversight for submission of grant proposals and the execution and administration of awards, as well as regulatory compliance, in the IU Office for Research Administration (ORA), located in Bloomington and Indianapolis, and headed by the IU Associate Vice President for Research Administration, who reports to the IU Vice President for Research and operates independently of the OVCR. In addition, following an analysis of the roles of university units that deal with sponsored funds, IU adopted [an institutional oversight model](#) for Proposal Development & Project Management and for Industry-Sponsored Clinical Trial Contracts. The model establishes lines of authority for financial transactions on sponsored accounts.

At the campus level, IUPUI has sustained and broadened an already robust organizational infrastructure for inquiry and discovery. The OVCR now offers an array of services to support IUPUI faculty and student research, scholarship, and creative activity. These services include substantially expanded internal funding opportunities, extensive professional development support to assist faculty in establishing research programs and developing successful proposals for external funding, and help with limited submission and interdisciplinary proposals. The Solution Center, a unit of OVCR, serves to connect faculty researchers with community members and organizations in need of specific expertise. Another OVCR unit, the Center for Research and Learning (CRL), provides a wide range of funded opportunities for undergraduate students to engage, with faculty mentors, in innovative research, scholarship, and creative activity. Schools and departments offer numerous research opportunities to undergraduates as

well. By involving students in research at the undergraduate level, these programs set the stage for lifelong active learning, scholarship, and professional development. These programs are described in greater detail under Core Component 4c.

The Center for Teaching and Learning (CTL) offers comprehensive professional development opportunities for faculty seeking to enhance their expertise in teaching and learning, to engage in evidence-based teaching and learning practices, and to carry out related scholarship and grant proposal development. These opportunities are discussed in Chapter 3.

The infrastructure for knowledge acquisition and discovery extends to individual schools, which have each appointed an Associate Dean for Research. These Associate Deans comprise the Council of Associate Deans for Research, which advises the Vice Chancellor for Research on issues that affect faculty research efforts. In turn, the Vice Chancellor keeps the Associate Deans informed about current RFPs from state, federal, and private agencies and about campus-wide issues and initiatives related to the university's vision and mission in research, scholarship, and creative activity.

IUPUI faculty also provide input to the OVCR through the Research Affairs Committee, a standing committee of the IUPUI Faculty Council. Members of the committee are drawn from a range of schools across the campus and represent faculty interests in research, scholarship, and creative activity. The committee's responsibilities include periodic review of research policies and procedures, development of proposed revisions when needed, and interpretation of policies and procedures when specific questions arise. The committee communicates with the IUPUI administration through the IUPUI Vice Chancellor for Research (Appendix 4a,d—Handbook Supplement).

### **Planning for Acquisition, Discovery, and Application of Knowledge**

*Doubling Task Force.* For research, scholarship, and creative activity, Chancellor Bantz's Doubling Goals set an external funding target of \$430 million by the year 2010. To achieve this goal, the Task Force for Doubling Research recommended:

- Providing internal support to both new and established investigators, including seed money for new research efforts
- Promoting research collaboration among IUPUI units and with IU-Bloomington and Purdue University-West Lafayette
- Expanding research facilities
- Enhancing the diversity of IUPUI researchers and engaging in research that supports cross-cultural understanding and solutions appropriate for diverse communities
- Increasing the numbers of undergraduate and graduate students participating in research.

The task force also identified seven key research areas that might serve as focuses for new initiatives and cross-disciplinary collaboration: 1) basic life science; 2) applied life science; 3) informatics and technology; 4) physical and environmental science; 5) public policy and applied social research; 6) community arts and humanities; and 7) the scholarship of teaching and learning.

This ambitious planning effort set in motion major improvements to IUPUI's physical and organizational research infrastructure. Several of these improvements are discussed below.

*Academic Plan.* As described in Chapter 2, upon joining IUPUI in 2006, Executive Vice Chancellor Sukhatme initiated a new strategic academic planning effort aligned with the campus's established goals for each of the planning theme areas. In the area of research, scholarship, and creative activity, the Academic Plan aims to sustain and expand the campus research enterprise by capitalizing on established strengths, supporting faculty efforts to pursue external funding, and enhancing undergraduate student involvement in research. It identifies multidisciplinary research collaborations as a special strength that the campus should seek to build on, especially in areas relevant to its health and life sciences mission. The Signature Centers Initiative, discussed below, comprises the plan's key strategy for expanding these collaborations.

### **Support for Acquisition, Discovery, and Application of Knowledge**

*Support for Faculty Research.* IUPUI demonstrates its commitment to the acquisition, discovery, and application of knowledge through substantial resource allocations to units that directly support faculty research, including the OVCR, the Center for Research and Learning (CRL), and the Indiana University Research and Technology Corporation (IURTC). In addition to providing ongoing financial support to each of these units, the institution has made considerable investments in recent years in expanding opportunities and incentives for faculty and students to engage in innovative research, scholarship, and creative activity. A major effort emerging from the IUPUI Academic Plan is the Signature Centers Initiative, administered by the OVCR and funded by the Office of Academic Affairs in partnership with the schools. Inaugurated in 2006-2007, the initiative provides competitive internal seed funding to distinctive, predominantly interdisciplinary, research units that demonstrate potential to make unique contributions to knowledge and to attract significant external funding. In addition to becoming self-sustaining after three years of internal support, funded centers are encouraged to take advantage of the university's Indianapolis location and to establish partnerships with local community and cultural organizations—that is, to enhance the institution's civic engagement as well as its research enterprise. Centers that fulfill these criteria may earn a permanent "Signature Center" designation.

To date, the university has invested almost \$11 million in the Signature Centers Initiative, funding 38 potential centers. In turn, proposals submitted by funded centers have been awarded more than \$136 million in external funds. Eight of the funded units earned the permanent "IUPUI Signature Center" designation in [2010](#) and [2011](#), following the initial three years of internal funding. These IUPUI Signature Centers are creating cutting-edge knowledge in such multidisciplinary fields as personalized medicine, cross-cultural health issues, automotive safety, stem cell therapy, religion and culture, mental health, water quality, and service learning. Signature Centers will be periodically reviewed to ensure that they are continuing to fulfill useful purposes.

In addition to the Signature Centers Initiative, an array of other campus-wide programs offers faculty members opportunities for internal funding to support the creation and application of new knowledge. Most of these programs are based in the OVCR, which allocates about \$1.5 million each year to internal grant funding. For example, the Research Support Funds Grant (RSFG) program provides seed funds or release time for promising new research ventures, particularly research that involves collaboration among campus units; support for new faculty just beginning to establish their research agendas; and “bridge” funding for senior faculty members between external grants. To date, 62 percent of 181 awardees have secured external funding within two years of receiving their RSFG awards, testimony to the success of the program. Particularly noteworthy are achievements in the category of “New Investigators,” as shown below.

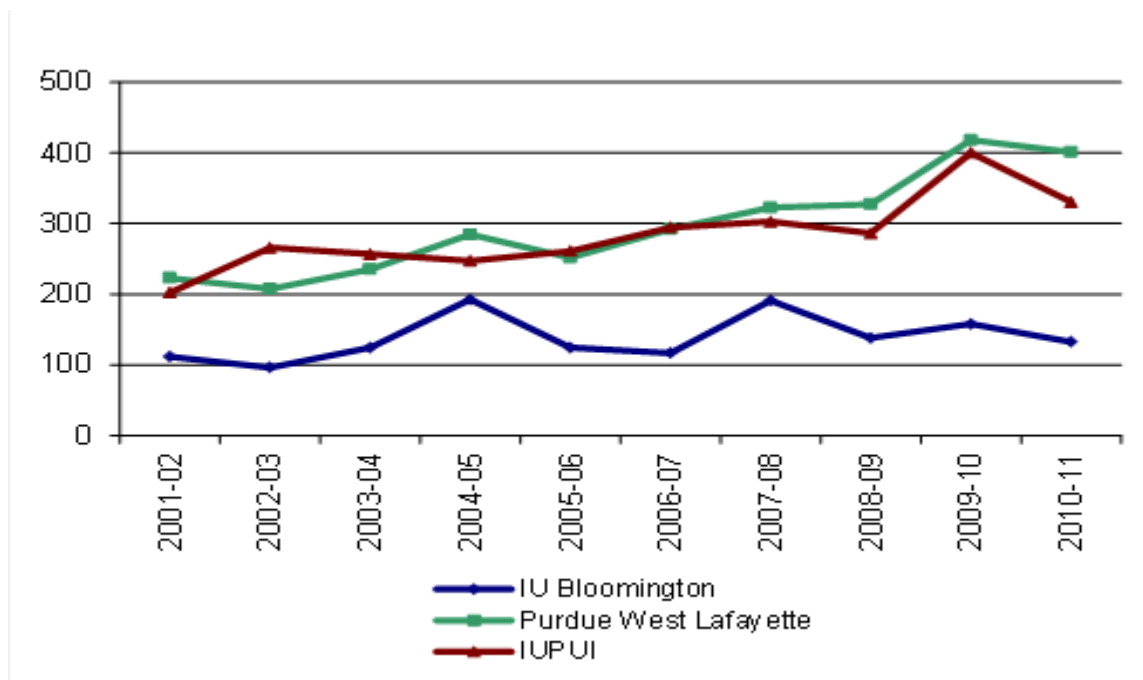
	2005	2006	2007	2008	2009	2010	2011
New Investigators	23	18	18	18	18	20	18
Ext Funding within 2 yr	16	11	14	9	8	8	NA

Two programs, EMPOWER (Enhanced Mentoring Program with Opportunities for Ways to Excel in Research) and DRIVE (Developing Diverse Researchers with InVestigative Expertise), aim to enhance diversity among IUPUI researchers and to support the success of underrepresented faculty members. Among other [research opportunities offered by the OVCR](#), the FORCES (Funding Opportunities for Research Commercialization and Economic Success) Program helps IUPUI researchers transform research findings into commercially viable inventions, technology, or other intellectual property. IUPUC faculty are eligible to apply for these OVCR programs; in addition, in 2010, IUPUC established a fund to support IUPUC faculty research efforts.

*Support for Student Research.* IUPUI offers abundant opportunities for both undergraduate and graduate students to participate in research with faculty mentors. As part of the RISE Initiative, the current Academic Plan calls on the institution to expand opportunities for undergraduate research, a proven means of enhancing student engagement, learning and success. Undergraduate research programs are discussed in detail under Core Component 4c.

### **Achievements in Research and Creative Activity**

*Growth in External Funding.* In keeping with its mission as Indiana’s urban health and life sciences university, IUPUI has devoted substantial effort to expanding its research enterprise over the past ten years. The dramatic increase in external funding over this period—despite consecutive years of flat funding by major federal funding agencies— is one indicator of the effectiveness of these efforts. In 2009-2010, the campus came close to reaching its goal of doubling sponsored funding by 2010, garnering \$400.3 million in external support.



Federal government agencies provided more than half of these funds:

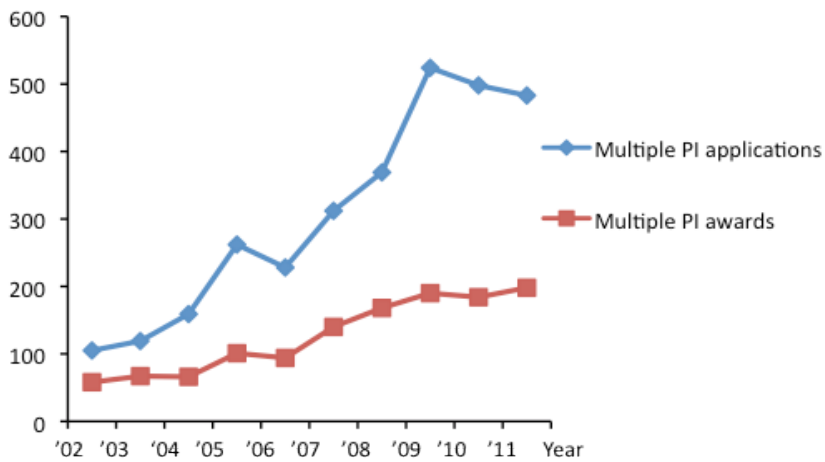
#### IUPUI and IUPUC

Fiscal Year	2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011
Federal Government	147,679,516	136,433,144	178,316,721	158,627,246	202,920,663	189,004,081
State, Local, and Other Government	19,236,108	28,669,866	14,514,301	18,332,663	29,962,874	11,448,279
Foundations	12,513,744	50,254,523	19,625,321	18,856,241	80,874,810	39,927,947
Industrial and Commercial	38,787,869	38,883,964	49,376,115	50,531,121	42,638,412	46,620,840
Non-Profit and Higher Education	42,878,333	40,249,718	40,976,896	39,885,911	43,946,436	43,678,647
<b>Total Income</b>	<b>261,095,570</b>	<b>294,491,215</b>	<b>302,809,354</b>	<b>286,233,182</b>	<b>400,343,195</b>	<b>330,679,794</b>

The health science schools—Medicine, Dentistry, Health and Rehabilitation Sciences, and Nursing—accounted for 89 percent of external grant funding in 2010-2011, but other schools, including Business, Engineering and Technology, Informatics, Liberal Arts, and Science also won grants for health-related research. And while the School of Medicine has contributed the bulk of the increased sponsored funding, other schools have achieved notable successes in enhancing external support for research as well.

Consistent with IUPUI's emphasis on collaboration, the number of applications and awards that include two or more principal investigators has also grown significantly. Targeted efforts like the Signature Centers Initiative to promote and support such collaborative research are largely responsible for this trend.

The impact of sponsored research extends beyond the discovery of new knowledge. External



funds invigorate the local and regional economies through direct spending and job creation. Funded research also enables undergraduate and graduate students to participate in the process of discovery, supporting the campus's efforts to prepare students for a lifetime of learning as researchers, innovators, or practitioners.

*Research Centers and Institutes.* The new Signature Centers join more than [100 established IUPUI research centers and institutes](#), many of them focused on collaborative multidisciplinary research with direct application to the needs of communities, especially urban communities.

Sidebar: The **Indiana University Melvin and Bren Simon Cancer Center** is a patient care, research, and educational organization within the School of Medicine that aims at advancing the understanding, prevention and treatment of cancer throughout Indiana and the world. Established in 1992 as the IU Cancer Center, it has been a National Cancer Institute (NCI)-designated Cancer Center since 1999 and is the only center with such distinction in Indiana that provides patient care. It changed its name in 2006 to reflect the philanthropic support of the Melvin and Bren Simon family, who agreed to donate \$50 million to cancer research. More than 200 investigators, primarily faculty of the School of Medicine but also representatives from the Schools of Nursing, Dentistry and Science, conduct research in the areas of experimental and development therapeutics, breast cancer, and cancer control, as well as hematopoiesis, microenvironment, and immunology. The center's work on breast cancer was recognized in 2004 by the Department of Defense with the award of a \$10 million grant establishing the IU Center of Excellence for Individualization of Therapy for Breast Cancer. The Vera Bradley Foundation for Breast Cancer has raised more than \$12 million and has pledged an additional \$10 million endowment since its inception in 1998 to support the Simon Cancer Center. The Susan G. Komen for the Cure Research Grants and Awards Program presented \$1 million in both 2008 and 2009 to the IU Simon Cancer Center to expand its tissue bank, which is the nation's first and only healthy breast tissue bank.

Sidebar: The **Urban Center for the Advancement of STEM Education (UCASE)** is a joint effort among the School of Science, School of Education, and School of Engineering and Technology at IUPUI. Through a combination of program development, science, technology, engineering, and mathematics (STEM) education research, and graduate and undergraduate scholarships, UCASE fosters the goals of increasing the numbers of highly qualified K-12 STEM teachers, and expanding knowledge of teaching and learning. UCASE was founded in 2006 through IUPUI's Commitment to Excellence (CTE) Funds. To date the center has received close to \$5 million in NSF funding. It also administers the Woodrow Wilson Indiana Teaching Fellowship, an initiative funded by a \$10 million grant from The Lilly Endowment that is shared by IUPUI and three other universities in Indiana.

Sidebar: Founded nearly 20 years ago with an initial grant from The Lilly Endowment, the **Center on Philanthropy** is part of the School of Liberal Arts at IUPUI. The center's mission is to increase the understanding of philanthropy, to improve its practice, and to enhance participation in philanthropy.



Research is at the core of all three. Through basic and applied research, the Center has built an international reputation for philanthropy and not-for-profit management research. Its credibility and methodological rigor set the standard for the field. In 2007 the center received a \$40 million grant from Lilly Endowment Inc. to help fund future operating costs.

Sidebar: The **Center for Urban Policy and the Environment (CUPE)** is devoted to supporting economic success for Indiana and a high quality of life for all Hoosiers. An applied research organization, CUPE was created by the IU School of Public and Environmental Affairs in 1992 with support by The Lilly Endowment. The center works in partnership with community leaders, business and civic organizations, nonprofits, and government. CUPE's work is focused on urban policy, intergovernmental cooperation, community and economic development, housing, environmental issues, and fiscal affairs research essential to developing strategies to strengthen Indiana's economy and quality of life.

*Impact through Translational Research and Innovation.* IUPUI claims a distinctive history of interdisciplinary, practice-based education and research that bring direct benefits to society. Chancellor Bantz established the TRIP (Translating Research into Practice) Initiative in 2007 in order to build more intentionally on that history. The TRIP Initiative seeks to foster the transformation of knowledge generated from scientific inquiry and humanistic scholarship into practices and solutions that improve the quality of life, benefit industry, and contribute to economic growth through advances in healthcare, education, sustainability, technology, and public policy, among other areas.

The TRIP Initiative has helped to highlight translational scholarship at IUPUI and to attract external funding for translational research focused on the health and life sciences. It has added impetus to the work of the Indiana Clinical and Translational Sciences Institute (CTSI), a collaboration among Indiana University, Purdue University, the University of Notre Dame, and public and private partners begun in 2008. Headquartered on the IUPUI campus at the School of Medicine, the CTSI advances the translation of discoveries in the laboratory into clinical trials and new patient treatments to improve the health of people in Indiana and beyond. Major initiatives of the institute support innovative pilot research, accelerate children's health research, train new translational researchers versed in new technologies, build organizational and technological infrastructure for translational research, and work with community partners across the state to improve research, health, and healthcare. With initial funding of \$25 million from NIH augmented by an additional \$60 million from the state, the member universities, and other partners, the CTSI at IUPUI also supports mentored research and professional development programs for both undergraduates and high school students interested in pursuing translational biomedical research careers.

Among other accomplishments, in Spring 2012, the CTSI launched its [M.S. program in Clinical Investigation and Translational Education](#). This new interdisciplinary program trains scientists, engineers, and clinicians in translational research methodologies and is designed for participants who already have or are in training for a terminal degree in a healthcare field (e.g., M.D., D.N.S., D.D.S., D.V.M.).

A major infusion of TRIP funding came from a 2009 Lilly Endowment grant of \$60 million to the School of Medicine to support the Indiana Physician Scientist Initiative. This initiative promotes the development of important scientific discoveries in the laboratory, determines how

those discoveries could improve human health, and then helps to translate the discoveries into products and treatments that benefit patients and generate new businesses and jobs. The award is enabling the medical school to strengthen its infrastructure for translational health research by building a cadre of physician scientists—medical doctors with expertise in a scientific research field—and supporting a number of other important educational and research efforts.

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Sidebar: IU-related intellectual property, trademarks, and business development are managed by the IU Research and Technology Corporation (IURTC). With a mission to support technology-based economic development state- and nationwide, create new Indiana companies, and promote entrepreneurial development, the IURTC assists IU researchers in realizing the commercial potential of their discoveries and partners with companies in technology, the life sciences, and manufacturing to bring IU research to the market. In 2003, the IURTC established the IU Emerging Technologies Center (IUETC), a business incubator located in Indianapolis close to the IUPUI campus and focused on establishing new life and health sciences companies. Both the IURTC and the IUETC have played key roles in increasing invention disclosures and patents filed by IUPUI researchers.

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IUPUI’s emphasis on research that directly benefits communities means providing researchers with encouragement and assistance in commercializing discoveries. Commercialization of research findings has the potential to benefit the local community, the state, and the nation, as well as the university, through technological innovation and economic development. With help from the IU Research and Technology Corporation (IURTC) and the IU Emerging Technologies Center (IUETC), IUPUI researchers have significantly increased invention disclosures and patents filed over the past decade, as shown in the table below. (The decrease in new licenses is probably a result of the poor economy.)

School	Disclosures		New Licenses		Patents Filed (US & Foreign)		Patent Issued (US & Foreign)	
	2002	2011	2002	2011	2002	2011	2002	2011
Medicine	48	92	12	19	68	113	30	12
All other academic units	14	42	25	8	10	45	2	1
<b>IUPUI Total</b>	<b>62</b>	<b>134</b>	<b>37</b>	<b>27</b>	<b>78</b>	<b>158</b>	<b>32</b>	<b>13</b>

Since 2002, technologies developed at IUPUI have generated 29 start-up companies.

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Sidebar: ANGEL Learning and the ANGEL LMS evolved from research at IUPUI. Ali Jafari, Professor of Computer and Information Technology, and former student David Mills, both from the School of Engineering and Technology, thought the course management system they had developed together had commercial potential. In 2000, Professor Jafari began working with IURTC to create a for-profit start-up to market the educational and course management software. In May 2009, the company was bought for \$100 million by Blackboard Inc., headquartered in Washington, D.C. The sale of the company represents the largest commercial transaction linked to the sale of a university start-up company that IU has experienced. As a result, the university realized \$24 million from the sale, which will support more teaching and research activity.

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Sidebar: Founded in 2005, EndGenitor Technologies, Inc. (EGT) combined the pioneering science of Dr. Mervin Yoder, MD and Dr. David Ingram, MD with the respective corporate and drug development experience of two pharma/biotechnology veterans. EGT is one of Indiana's first adult stem cell companies licensing the core intellectual property for ECFCs® from IURTC.

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Sidebar: ImmuneWorks, a biotechnology firm founded in 2006 by Indiana University School of Medicine scientists, is developing a treatment for idiopathic pulmonary fibrosis (IPF), which kills more than 40,000 people each year, and for primary graft dysfunction (PGD), which is a leading cause of morbidity and mortality following lung transplantation. ImmuneWorks' first product, IW-001, was granted orphan drug status by the US Food and Drug Administration in 2009, and is now being tested in clinical trials.

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Sidebar: CS-Keys, a company started by School of Medicine Professors Linda Malkas and Bob Hickey, was named Innovation of the Year at the 2008 Techpoint Mira Awards celebration. The company has translated the discovery of a new biomarker into a patented antibody that may help pathologists detect early cancers through a simple blood test.

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## **Recognition and Dissemination of Discovery and Application of Knowledge**

*Internal Awards and Recognition.* To demonstrate that the campus places a high value on the discovery and application of knowledge, IUPUI and IU have created a range of [appointments and annual awards](#) to recognize faculty and student achievements in research, scholarship, and creative activity, including the Chancellor's Professor and Distinguished Professor designations, and a variety of one-time awards and recognitions. The Center for Research and Learning annually honors outstanding undergraduate research and mentoring with several awards. IUPUC faculty members and students are included in and eligible for all IU-wide and IUPUI recognitions; IUPUC also confers its own faculty awards for research, scholarship, and creative activity. In addition, many IUPUI schools have created school-based recognitions for accomplishments in research, scholarship, and creative activity by students, staff, and faculty.

*Celebrating and Showcasing the Discovery and Application of Knowledge.* In addition to conferring the individual awards discussed above, IUPUI and IU offer faculty, staff, and students a wide variety of venues for publicly showcasing their accomplishments, including an annual Research Day, undergraduate research symposia, public lectures, and feature articles in both print and digital publications. The university also holds an annual Prestigious External Award Recognition that celebrates these accomplishments, many of them honoring cutting-edge research discoveries and lifetime research achievements. All of these programs are open to IUPUC faculty and students; in addition, IUPUC faculty participate in monthly colloquia that highlight work in research, scholarship, and creative activity.

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Sidebar: During his recent mission to develop trade with China and Japan, Indiana Governor Mitch Daniels presented art works created by faculty and students of the Herron School of Art and Design to company executives and government officials. The pieces included a *Blue Skies*

and *Crossroads* pottery vase, boxes made from reclaimed Indiana maple and cherry wood, and silk scarves.

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## Professional Development Opportunities

*Workshops and Training Opportunities.* IUPUI recognizes that carrying out our mission effectively requires meeting the needs of students, faculty, administrators, and staff alike for lifelong learning and ongoing personal and professional growth. Many IUPUI units thus offer professional development opportunities in various formats, including workshops, seminars, and individual consultations. These range from Center for Teaching and Learning programs that assist faculty in applying new knowledge about teaching and learning to their own classes and programs, to OVCR seminars on grantsmanship, to the Office of International Affairs' seminars and workshops on international research, service and teaching opportunities, to leadership development opportunities for current and future administrators offered by the Office of Faculty Appointments and Advancement. Human Resources Administration also provides [online and face-to-face workshops on management skills and other topics](#). Most of these programs are tailored to the needs of staff, especially managers, professional staff, and staff in administrative support roles.

Faculty and staff surveys show fairly high levels of satisfaction with the availability and quality of professional development opportunities, although there is room for improvement. Among faculty respondents, 52 percent say that they are satisfied or very satisfied with faculty development opportunities available from their school, while 64 percent are satisfied or very satisfied with opportunities available at the campus level. The latest staff survey, conducted in 2009, indicates that more than 60 percent of staff members are satisfied with the availability and quality of professional development opportunities, with professional staff members indicating significantly higher levels of satisfaction than clerical and custodial staff.

*Other Development Opportunities.* Tenured faculty members and senior lecturers at IUPUI and IUPUC are eligible to take paid leaves of absence to pursue research and creative activity. The number of faculty taking advantage of these opportunities has remained fairly constant over the past decade despite budget constraints, although at least four schools have not granted sabbatical leaves for the past eight years. Detailed statistics on sabbatical leaves are available in [Appendix X](#). In addition, all full-time IUPUI and IUPUC employees are entitled to fee remission for courses offered by IU; almost 10,000 faculty and staff (86 percent staff and 14 percent faculty) have taken advantage of this benefit since Fall 2005. The dollar value of this university subsidy between Fall 2005 and Spring 2011 was more than \$8.6 million. IUPUI and IUPUC's Staff Councils also support professional development for non-academic staff through scholarships and other awards.

Finally, faculty and staff members in many of IUPUI's professional schools, including Dentistry, Law, Medicine, and Nursing take advantage of seminars, conferences, and online courses offered by their respective schools to earn required continuing education credits. Continuing education ensures that these professionals maintain up-to-date expertise on new knowledge, technologies, and issues in their fields.

***Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.***

Among higher education institutions and especially among research universities, IUPUI was an innovator and early adopter of an outcomes-focused approach to undergraduate general education like that advocated by the Association of American Colleges and Universities in its LEAP initiative. Our Principles of Undergraduate Learning define an understanding of all undergraduate education that values the abilities to acquire and apply knowledge that is both broad and deep, to synthesize and create knowledge, and to use knowledge responsibly to contribute to the well-being of local and global communities. Opportunities to cultivate these abilities are woven into the First-Year Seminar and all undergraduate courses and degree programs, culminating in the capstone experience required by most majors at IUPUI. As discussed in more detail below, co-curricular experiences provide additional opportunities for students to engage with the PULs. IUPUI's "principled" approach to general education was expanded in 2011 to our graduate programs, which have adopted a set of "Principles of Graduate and Professional Learning." Currently, a task force is developing recommendations for a 30-credit Common Core for all undergraduate degree programs; while discussion of a Common Core began in 2011, a new statewide transfer initiative has accelerated the pace of this work.

At both the undergraduate and graduate levels, IUPUI, including IUPUC, has a tradition of practice-based inquiry and learning, stemming from our early beginnings as a training center for health and social work professionals. In keeping with this tradition, the RISE (research, international experience, service learning, and experiential learning) Initiative aims, among other goals, to support student mastery of the PULs by promoting the development of undergraduate scholarship and learning grounded in experience as well as theory and challenging students to re-think and re-examine ideas and assumptions. As Chapter 3 notes, active, collaborative, and experiential pedagogies have long been hallmarks of IUPUI's efforts to promote student engagement and success; RISE incorporates these learning experiences, which are recorded on students' transcripts, into the formal undergraduate curriculum. Similarly, graduate professional students are required to engage with their fields by "think[ing] critically and creatively to improve practice," as stated in the PGLs.

### **Development of the Principles of Undergraduate Learning**

*Adoption of the PULs.* The IUPUI Faculty Council adopted the PULs in 1998, following seven years of extensive campus-wide discussion and a series of iterations. The PULs provide a statement of shared expectations for all undergraduate students, whatever their majors, and are intended to be taught and learned throughout the undergraduate experience at IUPUI. They include a set of core skills in communication, quantitative reasoning, and information literacy, as well as breadth and depth of knowledge, and higher order abilities in critical thinking, integration and application of knowledge, ethical reasoning, and understanding of the diversity of human cultures, societies, and perspectives. Emphasizing liberal learning, inquiry, and civic engagement

across the curriculum, the PULs equip graduates with the skills and dispositions that characterize effective citizens, professionals, and leaders.

The PULs were revisited and updated versions were adopted by Faculty Council in 2005 and 2007.

*Early Work on Implementing the PULs.* When IUPUI's HLC accreditation was last reaffirmed in 2002, we reported that undergraduate academic programs were at various stages of implementing the PULs. An introduction to the PULs was included in IUPUI's First-Year Seminar, taken at the time by about 65 percent of incoming new freshmen. Most departments had begun intentionally incorporating the PULs into their curricula, particularly into the capstone courses that serve as culminating experiences for the great majority of undergraduate degree programs at IUPUI. Assessment of the PULs was at an early stage. Some degree programs had begun assessing student achievement of the PULs and many more had plans for implementing such assessment. At the campus-wide level, PULs assessment was accomplished primarily through surveys of current students, recent graduates, and employers, and through various special studies and initiatives.

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Sidebar: The Center for Teaching and Learning (CTL) has created tip sheets on how to teach and assess each of the PULs and made them available as [downloadable resources](#) online (search "PUL" and "tip sheet").

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*Current Strategies for Supporting Student Learning of the PULs.* Today's IUPUI students encounter a substantially enriched array of opportunities both within and outside the formal curriculum for achieving the skills and developing the capacities defined by the PULs. The First-Year Seminar (FYS), now taken by more than 90 percent of entering new students, and the FYS Personal Development Plan (PDP) set the stage by introducing students to the PULs and asking them to incorporate into their plans opportunities, including RISE experiences, for learning to master each of these skills and abilities. Students are encouraged to consider the sequencing of and connections among their learning experiences—with the PULs as an overarching framework—so that from the outset they view their undergraduate education as an integrated whole, rather than as a series of discrete activities. The electronic version of the PDP, which enables students to construct the PDP as a unified web site within the IU ePortfolio environment, reinforces the concept of integrated planning and learning in undergraduate education. In addition, as Chapter 3 explains, First-Year Seminar sections are frequently taught as part of Themed Learning Communities or are linked to the introductory writing course, so that students can begin early to reflect on connections among courses and disciplines and between in- and out-of-class experiences and to advance their skills in analysis and synthesis.

Schools and departments have made substantial progress in more intentionally incorporating the PULs into courses and degree programs, as evidenced in the annual assessment reports that each school assembles and the annual campus-wide [IUPUI Assessment Report](#). Most undergraduate major programs have explicitly articulated the relationship between the PULs and discipline-specific outcomes in the form of curriculum maps or crosswalks. In several cases, program outcomes are stated as discipline-specific versions of the PULs. The School of Education's six

[Principles of Teacher Education](#) (PTEs), for example, parallel the six PULs and set forth, in the context of the discipline, the specific professional skills associated with each PTE. Thus, PTE 1, “Conceptual Understanding of Core Knowledge,” associated with PUL 1, “Core Communication Skills,” is defined as “the ability of teachers to communicate and solve problems while working with the central concepts, tools of inquiry, and structures of different principles. For secondary [education] students, this means developing rich expertise within their chosen discipline.” PTE 1 includes abilities to “improve learners’ communication and quantitative skills through meaningful learning engagements,” to “model effective communication and problem solving,” and to “use a variety of media and technology.” Student achievement of the PTEs and PULs is systematically assessed at each stage of the curriculum as students move through the Education program to ensure that each student is achieving the necessary skills. Students whose achievement repeatedly falls short may be advised to consider switching majors. At the same time, faculty can address any weaknesses in curriculum and pedagogy revealed by considering aggregated assessment outcomes.

Strategies to enable faculty to assess both disciplinary outcomes and PULs have been adopted by a number of other schools at IUPUI. In 2004, for example, the Kelley School of Business at IUPUI adopted four Principles of Undergraduate Business Learning (PBLs), based on the PULs and on input from Indiana employers, and has mapped these outcomes to the PULs. Instructors in all undergraduate courses distribute both sets of outcomes to students, along with information about how they are addressed by the course. In a comprehensive evaluation of the school’s assessment processes in 2010-2011, the Kelley faculty chose not to make changes to the PBLs. Similarly, the School of Engineering and Technology has mapped the ABET outcomes to the PULs and specified the relevant outcomes and assessment strategies for each individual course.

Most undergraduate major programs culminate in a capstone experience designed as an opportunity for students to integrate or apply their learning of the PULs and the key outcomes of the discipline. Capstone experiences frequently incorporate research, service learning, internships, or other field experiences, and/or a project that calls on students to integrate and apply their learning of the PULs and the outcomes of the specific major. In the Department of Anthropology in the School of Liberal Arts, for example, students begin the capstone experience during the fall semester of the senior year with a one-credit Senior Seminar. In this course, they develop and defend a proposal for a Senior Project, with guidance from the course instructor. For the project itself, conducted during the spring of the senior year, students choose an intensive research paper that uses an anthropological perspective to explore a central question, a senior thesis based on original anthropological data, or an applied/service learning project in which they carry out research for a community-based organization or agency. The last option, which involves an external mentor as well as a faculty advisor, offers students an opportunity to learn about the role of applied anthropology undertaken collaboratively with a community organization or agency outside the university setting. The project requires proficiency in almost all of the PULs and is assessed specifically for PUL 3, Integration and Application of Knowledge.

In 2009, all IUPUI and IUPUC schools and departments that teach undergraduates identified one to three PULs most emphasized in each of the courses they offered. Students can thus work with their advisors to ensure multiple experiences with each PUL across an undergraduate career. In

addition, these outcomes are assessed at the course level, using a variety of methods, in a five-year cycle. As is discussed in greater detail in Chapter 3, these assessments, in addition to others that the schools and departments conduct, indicate that most graduates are achieving expected levels of PUL proficiency; that is, that they can communicate, think critically and analytically, solve problems by synthesizing and applying knowledge, make informed and principled ethical choices, have the tools they need to continue learning over their lifetimes, and understand that society is made up of individuals from diverse cultures and backgrounds who bring varying perspectives to issues and events.

*IUPUC's General Education Initiative.* As noted above, IUPUC students are expected to demonstrate competence in the six PULs, which comprise a principal framework for assessing undergraduate learning in IUPUC programs. In addition to working with the PULs, IUPUC began a campus-level general education initiative, guided by the Association of American Colleges' 1994 "principles for effective general education programs," in 2010. The initiative aims to promote "questioning and complex problem-solving," and to ensure that all IUPUC graduates "demonstrate active cross-cultural inquiry, research and advanced writing competencies, and an understanding of global and ethical issues they will face as members of contemporary society" (General Education at IUPUC: Conceptual Framework). To date, after extensive study and discussion, the IUPUC faculty has adopted 15 competencies, and associated assessment rubrics, that fall into three main categories: "Foundational Skills," "Areas of Knowledge," and "Modes of Inquiry," with implementation of the initiative scheduled to begin in Fall 2012. (See Appendix X for detailed information on the conceptual framework, vision for general education, and list of competencies.)

*The RISE Initiative.* The RISE to the Challenge Initiative provides additional opportunities for students to strengthen their learning of the PULs and to hone skills in inquiry, discovery, and application of knowledge. A key component of the 2006-2007 Academic Plan, the RISE initiative challenges all IUPUI undergraduates to participate in at least two powerful experiential learning opportunities intended to enhance their preparation for employment, graduate or professional school, and active, enlightened citizenship. It builds on the campus's established strengths in service learning, mentored research, internships, and field experiences, on already-existing efforts to expand undergraduate research and international opportunities, and on a longstanding IUPUI tradition of involving students in authentic learning environments that require them to engage with real issues in the discipline and to apply their knowledge in research, workplace, or community settings. As noted in Chapter 3, more than 19,000 students have taken a RISE course since the initiative was launched two years ago; those numbers are expected to increase.

*Discovery-based Pedagogies.* In addition to incorporating the PULs and opportunities for inquiry- and practice-based learning into the formal curriculum through RISE and other experiences, many programs and individual faculty members at IUPUI use pedagogical practices that promote learning through individual or group inquiry and discovery, at both the undergraduate and graduate/professional levels. Opportunities for such learning begin in the first-year seminar (FYS). The ["Template for First-Year Seminars"](#) at IUPUI specifies that instructional teams will "foster an environment of active learning" and "introduce students to multiple facets of critical thinking," including "finding solutions to challenging problems;



analyzing complex issues and making informed decisions; synthesizing information; evaluating the logic, relevance, and validity of data; and using knowledge and understanding to raise new questions.” Instructional teams take a variety of approaches to implementing the template, depending on the focus of individual seminar sections and the interests of the students; FYS sections in Themed Learning Communities, for example, frequently incorporate service learning experiences or other opportunities for civic engagement that enable students to apply classroom learning to practice. Similarly, FYS sections in professional schools often include job shadowing or other components that help students understand the day-to-day experiences and demands they are likely to encounter.

Several programs, including curricula in the Schools of Dentistry and Medicine, and undergraduate and graduate programs at the Kelley School of Business, make extensive use of problem- and case-based learning approaches. These strategies aim to support students’ development as independent thinkers and learners adept at asking the right questions, identifying and locating the resources needed to find answers, and discovering solutions to unstructured, real-world problems. At IUPUC, the [Division of Business](#) has intentionally designed an integrated undergraduate curriculum that engages students in learning “how real business is conducted.” IUPUC student teams from the Division of Business have won Global Business Simulation competitions annually since 2005.

Peer instruction and various forms of collaborative learning are other common strategies for promoting students’ capacities to learn independently. As described in Chapter 3, for example, the Schools of Science and of Engineering and Technology have been national pioneers of Peer-Led Team Learning (PLTL) and [cyber-PLTL](#). Both PLTL and cPLTL engage students as active participants in “activities that involve complex problem-solving, working collaboratively...and fostering self-directed learning,” as well as in “relat[ing] abstract concepts to real-world examples.”

*Acquisition and Application of Knowledge Outside the Formal Curriculum.* Involvement in campus life beyond the classroom can play a crucial role in supporting student retention, learning, and success. But engaging IUPUI’s urban, commuter students in co-curricular learning activities has always been challenging. To meet this challenge, in 1999, the campus created the Division of Student Life. In the years since its inception, the division has developed and sponsored a wide range of co-curricular learning opportunities, including volunteer activities, cultural and diversity programming, a social justice advocacy program, recreational sports, service-focused travel experiences, and leadership development, among others. Under the aegis of the Division of Student Life, the number of student organizations has grown exponentially, from 85 in 1999-2000 (when formal tracking of student organizations began) to 370 at the end of the 2010-2011 academic year. IUPUC, which faces similar challenges in involving commuter students in the campus, created an Office of Student Services in 2010. That office currently sponsors 17 student organizations, and has launched an Excellence in Leadership Initiative, a one-year student leadership development and certification program.

*Assessment of Co-curricular Learning.* In 2009-2010, Student Life formally adopted the PULs as the framework for assessing the educational impact of its co-curricular programs and communicating the value of these programs to IUPUI students, faculty, and staff. Because

graduate students are included in these efforts, the division elected to use the term “Student Life Learning Outcomes” (SLLOs), rather than “Principles of Undergraduate Learning.” Each of the division’s 86 programs, services, and activities has been mapped to the SLLOs. (See [Appendix X](#) for the comprehensive map.) The graph below shows the number of SLLOs represented in the Division’s work.

Following its adoption of the SLLOs, Student Life developed a division-wide communication plan to help students and others make connections between their classroom learning and their co-curricular experiences, with the PULs/SLLOs as framework. The plan includes:

- Explicit learning objective statements for each event, service, or activity. These are announced at the beginning of the activity or service and may be distributed in written form.
- Ongoing opportunities for formal or informal reflection on/discussion of relevant SLLOs in all programs.
- Education of student leaders on connections between formal and informal learning and encouragement of leaders to share information with peers.
- Inclusion of SLLOs in marketing materials for programs, services, and activities.

To assess student learning of the SLLOs in co-curricular experiences, Student Life staff created learning outcome statements incorporating the PULs and relevant standards from student affairs professional associations for each of its programs, services and activities. In 2010-2011, ten division units began collecting assessment data on student learning from student employees and program participants, based on these statements. Data collection methods include pre- and post-tests, debriefing discussions, written reflections, and evaluations that draw on an item bank of questions about learning outcomes developed by the division’s Assessment Group.

For example, Lead IUPUI, a five-year-old co-curricular leadership development program sponsored by Student Life, was one of the first in the division to map its activities to the SLLOs and to begin collecting systematic data on student learning. The program aims to “[support] the diverse needs of campus life” and to “empower students to be engaged and inclusive leaders in their communities.” It includes an Emerging and Advanced Leaders Seminar series, an overnight Student Organization Leadership Retreat, Student Organization Leadership Development workshops, and Catalyst, a one-day program developed by LeaderShape. While the program is open to all students, most participants in Lead IUPUI are student organization leaders. The program has identified five key learning outcomes, focused on enhancing personal strengths, developing a leadership identity, and improving abilities to work collaboratively with others. Each outcome is mapped to two PULs, including Core Communication Skills, Critical Thinking, and Understanding Society and Culture. (For a list of the outcomes and relevant PULs, see [Appendix X](#).)

The 2010-2011 assessment report for Lead IUPUI provides detailed information on student learning of the SLLOs, including survey/evaluation responses and comments taken from reflections, evaluation forms, and a student focus group. The report summary notes that these self-reported data suggest that students find the program valuable and believe that they are improving their proficiency in most of the relevant SLLOs. The results are very similar to those

of assessments conducted in 2009-2010, indicating some degree of reliability. Some SLLOs received consistently lower scores than others; activities related to those SLLOs may need to be revamped. Student feedback on longer programs and experiential programs implies that these programs had greater impact on learning than others; the division is thus exploring the possibility of including additional extended learning experiences in the future. The report also identifies a need to include some direct assessment measures to complement the use of indirect measures, and to adjust some of its indirect assessment methods so that they yield more information. (See **Appendix X** for the full assessment report.)

*Learning Outcomes for Graduate Programs.* The Principles of Graduate and Professional Learning, adopted by the IUPUI Faculty Council in 2011, describe general expectations for learning outcomes of post-baccalaureate programs, differentiating between master's and doctoral programs and between research-focused and professional degrees. In all cases, students are expected to acquire a knowledge base that will prepare them for additional study or for advanced practice in their fields. Assessment at the graduate program level is discussed in detail in Chapter 3.

***Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.***

IUPUI's mission documents emphasize IUPUI's responsibility to help supply our region and state with the work force they need to thrive in the new century. The same is true of IUPUC in its service region of South Central Indiana. Since so many of our graduates remain in Indiana, we are in a position to make a meaningful contribution to the economic competitiveness and quality of life in our city, region, and state: the 2011 Undergraduate Alumni Survey, which surveyed both IUPUI and IUPUC students who graduated with associate or bachelor's degrees between 2007 and 2010, indicates that approximately 86 percent of IUPUI undergraduates are employed in Indiana after they complete their degrees. In addition, IUPUI provides the state with a substantial proportion of its healthcare professionals, including more than 80 percent of its dentists and more than half of its physicians, as well as with significant percentages of the work force in other key professions, including engineering and technology, law, and education. Preparing students to meet the demands of a global, diverse, and technological society is thus a priority not just for IUPUI, but for Indiana.

For undergraduates, the PULs encapsulate the broad skills and dispositions graduates will need in order to adapt and excel in the society and work place of today and tomorrow, explicitly emphasizing information literacy, a commitment to the well-being of local and global communities, and understanding of our globalizing society. IUPUC's general education Initiative similarly requires undergraduates to "demonstrate both a) an understanding and appreciation of the complexity of world cultures and b) the ability to think transnationally or transculturally about social, political, economic, aesthetic, or technological issues." As Chapter 3 notes, degree program outcomes incorporate these capacities, tailoring them to the needs of the discipline or professional field. The RISE Initiative seeks to strengthen these abilities by ensuring that undergraduate students participate in experiences that challenge them to expose themselves to the unfamiliar, to work and learn with others, and to apply knowledge to solving real problems.

Similarly, at the graduate/professional level, assessment of discipline-specific outcomes, clinical experiences, field placements, and service learning experiences, among others, provide IUPUI programs with continuous feedback about the currency and effectiveness of student skills.

Assessment of the usefulness of curricula “to students who will live and work in a global, diverse, and technological society” thus takes place in a number of ways, including:

- Ongoing assessment of the PULs (discussed in Chapter 3 and in Core Component 4b)
- Assessment of program-specific learning outcomes (discussed in Chapter 3 and 4b)
- Program review (discussed in Chapter 2 and below)
- Ongoing feedback from community members and area employers about the skills they need and expect from graduates (discussed below)
- A variety of ongoing efforts and special initiatives aimed at assessing outcomes related to globalization, diversity, and information literacy (discussed below)
- A campus-wide initiative led by the Center for Service and Learning to define a “civic learning pathway” and to identify the attributes of a “civic-minded graduate” (discussed in Chapter 3 and below).
- Support for and assessment of student engagement in research, scholarship, and creative activity (discussed below)
- Campus-wide and school-specific surveys of current students and recent graduates (discussed in Chapter 3 and below)

### **Ensuring Currency and Relevance of Courses and Programs**

*Academic Program Review.* As Chapter 2 explains, program review at IUPUI and IUPUC involves a range of internal and external stakeholders and is designed to promote ongoing improvement, meet community and employer needs, and support all aspects of the university’s mission, including civic engagement. Linkages between programs under review and the communities they serve comprise a strong emphasis of the process, both to ensure that programs remain responsive to current work force and community needs and to strengthen community understanding of the program and of IUPUI. Review teams thus include local employers or other community stakeholders, where relevant, and self-study guidelines ask programs to document external demand for the program, attention to new directions in the discipline and the community, and graduate placements and performance in related employment or further education.

Program reviews frequently result in program modifications to maintain currency and relevance. For example, a 2006 review of the Department of Physics in the School of Science led to development of a new program that enables students to graduate with a dual degree in Physics and Electrical and Computer Engineering. The dual degree offers students exceptional preparation for jobs in engineering, particularly research and development jobs, and greater career flexibility than a traditional engineering degree. The Religious Studies review described in Chapter 2 led to a new faculty position that has strengthened course offerings in non-Christian religious traditions and to an increased focus on preparing both majors and non-majors to navigate diversity and complexity.

*Experiential Learning.* Relationships with organizations that hire interns or offer field experience opportunities provide additional information and feedback on the effectiveness of curricula and on needed updates, in addition to offering students enhanced opportunities to develop key skills. At IUPUI, many of these experiences are coordinated by the IUPUI Solution Center. The Solution Center facilitates partnerships between IUPUI and nonprofits, businesses, and government agencies in Central Indiana to create opportunities for students to engage in “real world” projects through internships, community-based research, class projects, and business assistance initiatives. Based on a recent campus-wide study of paid and unpaid internships, the Solution Center estimated that 8,559 IUPUI students participated in over 1.4 million hours of community-based projects and internships in 2010-2011.

Solution Center projects and internships are evaluated by both community partners and students. The most recent survey of 44 employers, conducted during the first six months of 2011, showed high rates of satisfaction with IUPUI students’ workplace skills. Eighty-three percent of employers were satisfied or very satisfied with their IUPUI interns, with 93 percent rating interns’ critical thinking skills and leadership skills as good or excellent and 80 percent rating students’ communication skills as good or excellent. These outcomes are consistent with findings from student and alumni surveys on preparation for the work force, discussed in detail below.

Professional programs that sponsor their own internships, field experiences, and practica also routinely seek feedback from students’ supervisors. For example, the Health Informatics Administration Program in the School of Informatics requires seniors to complete two semesters of Professional Practice Experience under the direction of a faculty member and an on-site professional practice instructor. Students’ ability to “communicate clearly and effectively with diverse populations” is assessed through performance at the practice site and evaluation of a series of narrative summaries that students complete during the course of their experiences. Like many other professional programs at IUPUI, Health Informatics also conducts regular surveys of employers of its graduates to ensure that students are well prepared for the workplace and, in response to employer feedback in 2010-2011, is adjusting curricula to incorporate more problem-solving and time management skills.

*Other Efforts to Ensure Currency and Relevance of Curricula.* To maintain current and relevant curricula and assure that graduates attain the skills they need to succeed, IUPUI academic units also seek ongoing feedback from a variety of other information sources. Almost all IUPUI schools and IUPUC divisions, as well as individual departments in the School of Engineering and Technology, for example, have established community advisory boards whose membership includes major employers in the Indianapolis and Central Indiana communities. For some schools, alumni boards made up of local IUPUI graduates working in the relevant fields serve this purpose. In several disciplines, Public Scholars—faculty members whose academic appointments are explicitly linked to community institutions—provide an additional source of information on evolving work force needs in their fields. In the Museum Studies Program, the five faculty members who hold a Public Scholar appointment divide their time between IUPUI and a local museum or museum-related organization. As researchers and instructors who are also involved in the practice of their disciplines, they bring a unique perspective that informs both their own teaching and curriculum planning and design at the program level.

## **Initiatives to Enhance Learning for a Global, Diverse, and Technological Society**

*Globalization Initiatives.* As Chapter 3 notes, IUPUI'S Office of International Affairs (OIA) has invested considerable effort in expanding international learning opportunities for our students, using approaches that include bringing more international students to campus, increasing study abroad opportunities, and internationalizing the curriculum for all students, including development of a state-of-the-art international videoconferencing facility for interactive teaching with faculty and students overseas. These efforts have borne fruit: since 1999-2000, the number of international students studying at IUPUI has more than doubled, from 606 to 1,364 in 2010-2011, while study abroad numbers have grown from 151 in 1999-2000 to 410 in 2009-2010. We continue to work toward additional growth in these areas through enhanced recruiting, improved support for international students, and ongoing development of study abroad opportunities that fit the needs of our students, who tend to be constrained by jobs, family obligations, and professional school curricula. Addressing these constraints has frequently meant creating meaningful short-term study abroad programs that include service learning, internships, and other forms of reflective experiential learning keyed to specific curricula. International service learning, in particular, constitutes two thirds of our study abroad offerings and about 90 percent of all international service learning in Indiana University.

On-campus internationalization has also gained momentum. An International Studies major inaugurated in 2005 has seen steady growth. The Global Crossroads videoconferencing facility is fully booked and has been used by several First-Year Seminars for a Global Dialogues science/liberal arts Integrator course, for the Introduction to International Studies course, and for other international courses. A faculty Community of Practice for PUL 5, "Society and Culture," has merged with a Multicultural Teaching Community of Practice and developed a new teaching award that highlights multicultural teaching and includes international perspectives. Goals for the next five years include increasing the use of international interactive videoconferencing and broadening the range of participating courses, further increasing international student enrollments, continuing to expand study abroad, and integrating international learning into more degree requirements.

IUPUI has also made progress in assessing global learning. The campus was an early member of the American Council on Education's Internationalization Collaborative, an initiative that brought together a campus-wide faculty committee to develop twelve international learning outcomes that span the liberal arts and the professions. [Need sidebar here.] These outcomes guide faculty and departments in assessing PUL 5, which calls for developing an understanding of the diversity of human cultures and societies. Learning in study abroad experiences is assessed primarily at the course level, with a focus on intercultural learning. Participating students also evaluate their experiences, considering both the program itself and their own intercultural learning, including knowledge of the host country, understanding of the roles of the U.S. and the host country in the world, and improvement in the host country language.

*Diversity Initiatives.* As discussed in Chapter 1, IUPUI's mission documents affirm that a commitment to diversity infuses every aspect of the institution's mission. This commitment includes preparing students for life in a diverse society and workplace. Chapters 1, 3, and 5 outline a broad range of programs and initiatives undertaken, in part, to contribute to students'

ability to participate effectively in diverse environments by assuring that the composition of our student body and faculty reflects the diversity of our society; by incorporating diverse perspectives into academic programs and curricula; and by assisting faculty in developing pedagogical approaches that support learning and success for all students.

Results of these initiatives, to date, include both successes and disappointments, as is noted in the annual IUPUI [Diversity Report](#) for 2011 and in our [diversity indicators](#). Survey findings, in particular, tell us that the campus climate for diversity needs improvement: in a new survey of the climate for diversity, minority and LGBT students reported a significant number of negative experiences. Responses to diversity items on the National Survey of Student Engagement (NSSE) and IUPUI's Continuing Student Satisfaction and Priorities Survey (CSSPS) further indicate that IUPUI lags behind its urban peers in the frequency of diversity experiences that students encounter in the curriculum and co-curriculum, although the percentage of students reporting these experiences has increased. (NSSE and CSSPS outcomes are discussed in greater detail below, in the section on Survey Research on Learning for a Global, Diverse, and Technological Society.)

Efforts to recruit and retain underrepresented students, on the other hand, have resulted in steady gains, although we have not yet fully achieved our goals. Faculty diversity has also increased: between 2006 and 2009, the Support for Recruiting Underrepresented Faculty Program, an initiative begun with the Academic Plan, brought 47 faculty hires to the campus. Following a temporary suspension between 2009 and 2011 due to budget constraints, the program resumed in Fall 2011. The CTL, the Office of Diversity, Equity, and Inclusion (DEI), and other campus units offer faculty members a variety of ongoing opportunities to learn about inclusive pedagogies. The university's substantial investment in DEI, established in 2008, the work of the Chancellor's Diversity Council, new STEM initiatives, and new efforts in individual schools, including recent appointments of school-level diversity officers in the Schools of Business, Dentistry, Medicine, and Nursing, attest to our ongoing commitment not only to preparing students to thrive in diverse environments, but also to maintaining a diverse campus environment, and to supporting the success of *all* students and faculty.

Academic programs now include majors in Women's Studies and Africana Studies and minors in Islamic and Arabic Studies, all in the School of Liberal Arts, with a minor in Latino Studies currently making its way through the approval process. As noted above, all IUPUI programs assess PUL 5, Understanding Society and Culture, which encompasses abilities to "compare and contrast the range of diversity and universality in human history, societies, and ways of life" and "operate with civility in a complex world." Program-specific outcomes and assessment efforts also incorporate diversity, as appropriate to the discipline and professional field. In addition, all IUPUI schools have developed comprehensive diversity plans that include diversifying curricula and increasing the use of inclusive pedagogies. As noted above, co-curricular diversity experiences and programs have increased as well, with more student organizations partnering with the Office of Student Life as co-sponsors each year. RISE experiences provide other opportunities for students to learn about diversity in various settings.

*IUPUI's Intergroup Dialogue Initiative.* A promising new effort to improve the campus climate for diversity and prepare students to participate in a diverse society is the IUPUI Intergroup

Dialogue (IGD) Initiative, which aims to enhance participants' skills in creating and sustaining constructive communication between and among members of various social identity groups. Modeled on a University of Michigan program, the IGD Initiative convenes sets of facilitated, face-to-face meetings including 14-16 people representing two or more social identity groups with a history of conflict or potential conflict (e.g., women and men, people of color and white people, LGBT people and heterosexuals, or people of different socioeconomic classes). IGD emphasizes sustained communication on issues of social justice, social group membership, identity, and positionality (privilege and oppression) of groups. It aims to put into practice the campus commitment to diversity, as articulated in our mission documents, and to deepen the campus's diversity efforts through engagement in meaningful, sometimes difficult, conversations on race, gender, sexual orientation, and other issues.

IUPUI work on IGD began in 2009, when a campus team attended the [National Intergroup Dialogue Institute](#) at the University of Michigan. Since then, numerous IUPUI schools, departments, and groups have collaborated on planning efforts to develop a campus-wide IGD program. In August 2011, Human Resources Administration and the School of Liberal Arts organized a two-day IGD workshop, facilitated by representatives of the [University of Michigan Program on Intergroup Relations](#), that drew about 55 participants from across the campus. Plans for 2012 include: developing curricular, co-curricular, and experiential learning pilots, providing faculty and staff professional development, identifying student, faculty, and staff peer facilitators, and establishing an academic base for ongoing development and support of a sustainable IUPUI IGD program.

*Information and Technology Literacy Initiatives.* The ability to “use information technology for academic, personal, and professional needs,” part of PUL 1, is addressed in the First-Year Seminar, and subsequently cultivated and assessed across the curriculum. University Library is extensively involved in these efforts, beginning with the First-Year Seminar: librarians partner with faculty members teaching the First-Year Seminar as well as the Summer Bridge Program, and subject liaison librarians work with students throughout their academic careers, offering course-related instruction and individualized research consultations to both undergraduate and graduate students. A longstanding partnership between the library and the Center for Teaching and Learning provides professional development opportunities for faculty members and librarians interested in learning more about teaching and assessing information literacy skills. The library also supplies information resources through Oncourse, subject research for specific disciplines, and online tutorials on information literacy concepts, including evaluating web sites, selecting topics, and developing effective techniques for searching specific databases.

Currently, University Library is leading a campus-wide effort to assess information literacy outcomes as part of its participation in the national [TRAILS](#) (Tools for Real-Time Assessment of Information Literacy Skills) Initiative. To date, the library has articulated a set of [scaffolded information literacy learning outcomes](#) and mapped them to the PULs, as well as to the [Information Literacy Competency Standards for Higher Education](#) developed by the Association of College & Research Libraries. The TRAILS instrument, an online multiple-choice assessment, is being piloted with undergraduate and graduate students during the 2011-2012 academic year. Ultimately, the assessment will be given to first-year students in Themed Learning Communities, the Summer Bridge Program, and Gateway courses. The library has also begun an evaluation of



its instructional settings, with the goal of improving instructional facilities and services that support the development of information literacy across the curriculum; evaluation teams will include faculty members and students from a range of disciplines.

### **Learning for Social Responsibility**

Service to the local community and to the broader needs of society is integral to IUPUI's institutional mission and identity; civic engagement is, for this reason, one of IUPUI's major planning themes, and is the focus of Chapter 5. Civic learning is explicitly addressed by PUL 5, "Society and Culture," and PUL 6, "Values and Ethics," and implicitly by all of the other PULs and the PGLs, since effective citizenship and service to society require students to communicate effectively, think critically, and acquire, apply, and integrate knowledge. Social responsibility is also included in discipline-specific outcomes for undergraduate degree programs, and for graduate-level programs, as appropriate to the discipline and profession. At IUPUC, in addition to assessing PULs 5 and 6, the new general education initiative requires all students, regardless of program of study, to "demonstrate personal and social responsibility by using knowledge in the service of society" as a general education learning outcome.

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Sidebar: In 2000-01, the Center for Service and Learning hosted five campus-wide service events (such as the United Way Day of Caring) attended by 347 students, faculty, and staff members. The number and variety of campus-wide service events have been expanded each year, so that in 2009-10, CSL organized 43 events involving 2,614 students, faculty, and staff.

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A relatively new initiative focused on service and engagement is the IUPUI Common Theme. The Common Theme began in 2008 with a "common reader" project aimed at promoting campus unity, discussion, and collaboration on timely issues that connect IUPUI to Central Indiana and the world. Initially designed to engage incoming freshmen in first-year courses, the effort soon expanded to include events and projects more broadly applicable across disciplines and upper-level and graduate courses. The first Common Theme in 2009-2011, "Consuming Well for the Wealth of Communities: From IUPUI to the World," focused on issues of sustainability, the green economy, and healthy communities, resulting in the founding of the IUPUI Student Sustainability Council and the new IUPUI Office of Sustainability. The 2011-2013 Common Theme, "Change Your World: The Power of New Ideas," examines social entrepreneurship, wherein citizens collaborate to develop innovative solutions to social problems locally and globally. Building on IUPUI's tradition of civic engagement, work on the theme has led to new community partnerships, including a collaboration between graduate psychiatric nursing students and Red Oak Industries, a commercial cleaning service that creates long-term employment opportunities for people with disabilities. Along with these efforts, a new program in the Center for Research and Learning, Multidisciplinary Undergraduate Social Entrepreneurship (MUSE) will offer undergraduates support for applied community-based research on specific social issues.

To support the growth of opportunities for civic learning as well as assessment of this learning, IUPUI's Center for Service and Learning (CSL) offers faculty development programs, internal grant opportunities, and individual consultation to faculty members seeking to incorporate

service learning into courses and academic programs. The CSL also offers nine service-based scholarships, supporting 229 undergraduates, who provided the Indianapolis and IUPUI communities with 39,738 hours of service, during the 2010-2011 academic year. Other opportunities for students to engage with the community as undergraduates include the Sam Masarachia Scholars Program, which offers full-tuition scholarships for up to four years to students with a demonstrated interest in social change and community advocacy. Students perform community service as part of the program, which is funded from the School of Liberal Arts, but open to students in all programs. IUPUI was one of the nation's first institutions to recognize student service in this way.

*The Civic-minded Graduate.* Over the past decade, the CSL has played a national and international leadership role in research on effective service learning, efforts that earned it an IUPUI Signature Center designation in 2010. The CSL has also been a pioneer in the assessment of civic learning and developed “the civic-minded graduate” model, discussed in Chapter 3, to define “a person who has completed a course of study...and has the capacity and desire to work with others to achieve the common good” (Bringle and Steinberg, 2010, 429). “Civic-minded” refers to “a person’s inclination to or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community.”

The civic-minded graduate framework includes ten learning outcomes that can be fostered through curricular and co-curricular learning and that include understanding of complex current social issues, communication skills, a nuanced understanding of and respect for diversity, self-efficacy, and consensus-building skills. Assessment of these outcomes uses two instruments: a 30-item survey and a narrative reflection in which students respond to the following prompt (the “Civic-Minded Graduate Narrative Prompt”):

I have a responsibility and a commitment to use the knowledge and skills I have gained as a college student to collaborate with others, who may be different from me, to help address issues in society.

The reflection is assessed using a CSL-developed rubric. To date, the survey and reflection have been piloted in FYS sections in which students create an ePDP and with service-learning scholarship students, who also develop ePortfolios focused on their service experiences. Outcomes of the pilots show that students involved in service learning are more academically engaged, have a clearer sense of their future career path, and are more likely to expect to graduate. Ultimately, the CSL hopes to use the civic-minded graduate tools with all IUPUI students; immediate plans are to expand use to students involved in service learning courses and in some co-curricular service activities.

## **Student Research and Independent Learning**

*The Center for Research and Learning.* IUPUI faculty have long recognized the potential of undergraduate research to engage students in learning and to support academic achievement. The Undergraduate Research Opportunities Program (UROP) was initiated in 1999 to encourage more students and faculty to participate in this demonstrably powerful means of enhancing

student learning and success. Originally sponsored by the School of Science, UROP soon expanded to support an annual average of 140 student research, scholarly, and creative projects across IUPUI undergraduate schools. But students tended to conduct these projects in isolation from one another and without any formal programming to support their efforts. To meet the needs of these students, the CRL was established in 2004 with a mission to develop, expand, and promote learning through mentored research, scholarship, and creative activities for undergraduates in all disciplines across the campus. As was the case with UROP, all students in CRL-sponsored programs receive funding support for their research.

The CRL grew quickly, increasing its base funding from \$200,000 to \$490,000 in 2005. During its first year, the Center hosted the National Conference on Undergraduate Research, bringing 2,500 students from across the country to the IUPUI campus and immediately raising the profile of undergraduate research campus-wide. In 2005, the CRL was awarded a highly competitive federally funded Ronald McNair Grant Program, now completing its second renewal. This intensive “high contact” program targets juniors and seniors from low-income, first-generation, and underrepresented groups, encouraging them to pursue advanced degrees by engaging them in research and professional development activities. IUPUI’s McNair Scholars Program currently serves a restricted cohort of 26 students each year, including six students attending Historically Black Colleges and Universities. Other externally funded programs in the CRL include the Louis Stokes Alliance for Minority Participation (LSAMP), funded by the National Science Foundation, the Clinical and Translational Sciences Institute Undergraduate Research Program, and the IUPUI-Ivy Tech Community College Bridges to the Baccalaureate Program, funded by NIH.

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Sidebar: Natalia Meijome, senior, physics major: “This is my fifth and final year at IUPUI. I plan on continuing my studies in graduate school in the area of biophysics. I have been and continue to be involved in the Ronald E. McNair Postbaccalaureate Achievement Program in research. I heard about the CRL through the summer research program I was involved in. My research was on the frequency response of a memristor under an applied voltage. I think undergraduate research is important because it has helped greatly in developing my analytical skills. Research challenges you to think about problems which have no solutions yet.”

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Today, the CRL sponsors [thirteen internally and externally funded undergraduate research programs](#), many of them focused on students from underrepresented groups, and all intended to provide students with academic direction and financial support for hands-on, inquiry-based learning. In addition to McNair, LSAMP, and Bridges to the Baccalaureate, CRL programs now include the Diversity Scholars Research Program, which involves 26 students yearly in intensively mentored undergraduate research; the Multidisciplinary Undergraduate Research Institute (MURI) Program, which serves over 80 students and 50 faculty members annually; and the new Innovation-to-Enterprise Central (ITEC) Program, a collaboration with the IUPUI Solution Center that offers teams of undergraduate researcher/entrepreneurs the opportunity to work with faculty researchers and innovators on product development and research commercialization. Altogether, the Center provided financial support for research and related programming to 234 students during 2010.

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Sidebar: The Center for Research and Learning annually honors outstanding undergraduate research and mentoring with three awards:

- IUPUI Chancellor's Award for Outstanding Undergraduate Research,
  - Bowling-Jones-Russo Memorial Undergraduate Research Award,
  - CRL Director's Award for Outstanding Leadership and Mentoring of Undergraduates.
- 

In addition to its direct sponsorship of undergraduate research experiences, the CRL works to increase understanding of the value of undergraduate research across the IUPUI campus and is developing partnerships with several IUPUI schools. The goal of these collaborations is to foster the development of additional school-based opportunities for students to participate in mentored research, scholarship, and creative activities. For example, the CRL maintains an ongoing relationship with the School of Engineering and Technology to support MURI projects that include interdisciplinary teams of faculty mentors and student researchers/innovators. The CRL administers the program and screens the student applicants. Faculty who receive these grants are expected to apply for federal funds to continue supporting student research—for example, through the National Science Foundation's Research Experiences for Undergraduates program. The Center also collaborates with IUPUI programs like Project Seed and the Nanotechnology Summer Discovery Camp, which offer summer research experiences to high school students, and with the IUPUI Graduate School's Preparing Future Faculty Program. Currently under a new director, the CRL is seeking additional external funding to support student learning through undergraduate research experiences and to expand the number of funded student projects, and is developing approaches, including one based on the ePortfolio, to assess the impact of its programs on student outcomes.

*Additional Undergraduate Research Opportunities.* Individual schools at IUPUI offer many additional opportunities for undergraduates to learn social responsibility from engaging in research, scholarship, and creative activity. These include, among others:

- The Life-Health Sciences Internship Program in the School of Medicine, which enables 50 IUPUI sophomores and juniors annually to pursue paid research and professional internship opportunities on or near the IUPUI campus.
- Projects sponsored by the Frank and Katrina Basile Center for Art, Design, and Public Life in the Herron School of Art and Design, which works with local businesses, nonprofits, and government agencies to provide students with real-world opportunities to use their creative skills.
- The NSF-funded Undergraduate Research Mentoring (URM) in the Biological Sciences Program in the School of Science. URM provides annual stipends and intensive mentoring to promising undergraduates from underrepresented groups to undertake ongoing research in the interdisciplinary field of biological signaling. Research usually begins the summer after the sophomore year and continues until graduation.
- The Olaniyan Scholars Program, which is university-wide, but housed in the School of Liberal Arts. Scholars engage in research and community projects focused on the experiences of African-Americans and other descendants of Africans around the world, and receive full-tuition scholarships and annual stipends.

- Programs sponsored by IUPUC's Office of Student Research (OSR), which supports undergraduate research projects that involve students in scholarship that makes meaningful contributions to communities in South Central Indiana. OSR was created in 2010 with annual funding of \$10,000.

All CRL programs are also open to IUPUC students.

### **Survey Research on Learning for a Global, Diverse, and Technological Society**

*Survey Programs.* To supplement direct assessment of student learning outcomes, IUPUI's Office of Information Management and Institutional Research (IMIR) maintains an extensive program of regular surveys that provides the institution with rich information on students' and graduates' educational priorities and experiences, and their perceptions of what they have learned as well as with insight into relevant faculty practices. Most surveys are developed in-house, but in alternate years, NSSE is administered in lieu of the IUPUI CSSPS. The Recent Alumni Survey, sent to students graduating in the past four years, offers additional useful insight into graduates' assessment of the value of their education for their post-college personal and professional lives. In 2011, a new Graduate Alumni Survey was also developed and administered. IMIR analyzes and reports on findings from in-house instruments at both the school and campus-wide levels; similarly, NSSE produces reports at campus and unit levels, with comparisons to peer urban research institutions, all research universities, and all institutions participating in NSSE in a given year.

*In-house Student Survey Findings.* Both the CSSPS and Recent Alumni Surveys suggest that respondents believe that they are well prepared to function effectively in an increasingly global and technological world. More than 94 percent of current students responding to the 2011 CSSPS reported that they are very effective or effective in respecting the views of people who see the world differently than they do and in working with people of different races, ethnicities, and religions. Eighty-five percent rated themselves as very effective or effective at understanding relationships among local, national, and global issues. Students give themselves similarly high marks for information literacy, with close to 90 percent reporting that they are very effective or effective at identifying appropriate sources of information for a project, evaluating the quality and accuracy of information found on the web, and using computer software.

Responses of new graduates to the 2011 Recent Alumni Survey paint a similar picture. Fully 95 percent of respondents rated themselves as very effective or effective at working with people of different races, ethnicities, and religions, and 85 percent reported that they were very effective or effective at seeing the relationships among local, national, and global issues. Seventy-nine percent of respondents told us they could very effectively or effectively use knowledge they gained in college to address social issues or problems. Over 96 percent perceived themselves as effective or very effective at identifying appropriate sources of information for a project.

Questions included in the 2011 Graduate Alumni Survey are more focused on research and technical skills than those in the Undergraduate Alumni Survey, but recent graduate alumni gave high ratings to the job preparation they received at IUPUI, with 99 percent of working doctoral graduates and 89 percent of working master's degree respondents reporting that their IUPUI

education prepared them very well for their current positions. More than 80 percent of responding recent graduate alumni rated themselves very effective or effective at using knowledge gained in school to address social issues and problems.

*Other Findings.* On the other hand, recent NSSE and Faculty Satisfaction Survey findings indicate that IUPUI may need to improve its approaches to preparing students to navigate a diverse and globalizing world. In the 2009 administration of the NSSE, first-year students' reports of the extent to which diversity topics are included in their courses slightly lagged behind such reports at urban peer institutions. And, while all academic units at IUPUI have developed comprehensive diversity plans, the two most recent faculty surveys in 2006 and 2009 noted a declining percentage of faculty respondents reporting that they include diversity topics in courses. IUPUI students are also less likely to study a foreign language and are slightly less likely to study abroad than are students at peer institutions.

Findings on diversity in the co-curriculum and use of technology are more encouraging: NSSE responses indicate steady increases in co-curricular diversity experiences, although responding IUPUI students continued to report these experiences less frequently than did respondents at urban peer institutions. And IUPUI students reported more frequent use of information technology in 2009 and previous years than did students at peer campuses.

***Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.***

The responsible use of knowledge is implicit in IUPUI's commitment to excellence in teaching and learning, research, scholarship, and creative activity, and, particularly, civic engagement. Effectively serving our community and the larger society requires responsible approaches to the discovery and application of knowledge. "Values and Ethics" is thus one of the Principles of Undergraduate Learning and "behaving in an ethical way both professionally and personally" is a Principle of Graduate and Professional Learning. These principles are woven into all undergraduate and post-graduate programs, respectively, and define our expectations of our students and graduates. Similarly, IUPUC's General Education Initiative will require that students "demonstrate ethical reasoning" and "convey understanding of how ethical issues and values frame and shape human conduct and ways of life." In addition, as a research institution, IUPUI, in concert with IU, has developed an organizational infrastructure, a set of policies, and appropriate training programs for students, faculty, and staff to ensure responsible research conduct by all members of the IUPUI community.

### **Policies on Academic Ethics**

All students are required to adhere to the [Indiana University Code of Student Rights, Responsibilities, and Conduct](#) and to IUPUI's procedures for implementing the code. The code addresses academic responsibilities and misconduct as well as personal misconduct.

IUPUI and IUPUC employees are subject to IU regulations, including the [Code of Academic Ethics](#) in the Academic Handbook. The code contains two major sections. The first, "Rights and

Responsibilities,” includes a general statement about the rights and responsibilities of academic personnel adapted from the “Statement of Professional Ethics” that the American Association of University Professors adopted as policy in April 1966; a list of the specific responsibilities of academic employees at Indiana University; and rules pertaining to personal misconduct on university property drawn from the *Indiana University Code of Student Rights, Responsibilities, and Conduct*. It is assumed that academic personnel will accept without reservation those rules of conduct that are generally applicable within the university community as they are defined in the code. The second major section outlines enforcement procedures, ranging from initiation of complaints to appropriate administrative actions and reviews of such actions.

In 20XX IUPUC revised its campus student and faculty handbooks to include specific guidelines and procedures related to plagiarism.

### **Ethics Education and Training for Students**

PUL 6, “Values and Ethics,” is defined as “the ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.” The fourth PGL, “behaving in an ethical way both professionally and personally,” requires students to “conduct research in an ethical and responsible manner.” Undergraduate and graduate/professional courses address these outcomes through a variety of approaches, including case studies, problem-based-learning, experiential learning, role-playing, and reflection. Some programs include courses with a specific focus on ethics. For example, the Department of Organizational Leadership and Supervision in the School of Engineering and Technology offers a three-credit undergraduate course on “Ethical Decisions in Leadership,” available in both face-to-face and distance formats. Students are drawn from engineering, technology, business, and other majors. Introductory writing courses in the Department of English in the School of Liberal Arts introduce students to strategies and expectations for identifying, evaluating, and integrating source material into written work. Textbooks for all core writing courses include sections on using sources appropriately, avoiding plagiarism, taking notes, and following conventions for citation of sources. In addition, the IUPUI University Library has developed tutorials for both students and faculty members on proper citation of sources and plagiarism.

The Schools of Dentistry, Medicine, and Nursing teach students professional ethics for patient care. Ph.D. programs in the School of Medicine, for example, require courses in research ethics, and “Moral Reasoning and Moral Judgment” is one of the [nine competencies](#) that the School of Medicine has adopted for its graduates. Specifically, a “competent graduate” of the school:

recognizes the ethical issues of medical practice and health policy; identifies alternatives in difficult ethical choices; analyzes systematically the conflicting considerations supporting different alternatives; and formulates, defends, and effectively carries out a course of action that takes account of this ethical complexity. The graduate combines a willingness to recognize the nature of the value systems of patients and others with commitment to his/her own system and the ethical choices necessary to maintain his/her own ethical integrity.

The IU School of Nursing is one of only a few nursing schools nationally to require a three-credit course in Applied Ethics for all undergraduate students. One section of the course is taught by a [nurse ethicist](#), a unique position created by the School of Nursing in collaboration with the Charles Warren Fairbanks Center for Medical Ethics (FCME), part of IU Health. The nurse ethicist also serves as a faculty mentor for graduate students in the Clinical Ethics Practicum and for electives offered by the FCME, in which philosophy, law, nursing, and social work students over the course of a semester and medical residents over a one-month elective gain practical ethics experience.

The School of Dentistry has integrated ethics and professionalism into the entire dental curriculum, using case study and problem-based learning methods. Symbolic events, such as a White Coat Ceremony, and case discussions with Fellows of the American College of Dentists reinforce this learning. Students' [understanding and application of ethical knowledge is assessed](#) via simulations and clinical ratings. In Fall 2010, School of Dentistry students founded a chapter of the Student Professionalism and Ethics Club. The group regularly invites speakers to the school to discuss topics related to ethical issues in dentistry. Recently, dental students helped lay the groundwork for the new National Student Ethics and Professionalism Association, an organization with dental school chapters that will focus on ethics and professional development.

In addition to department- and school-based ethics training and education, IUPUI offers several ethics programs campus-wide. All students engaged in undergraduate research projects through the CRL are required to pass an online module on research ethics. For graduate/professional students, the IUPUI Graduate Office offers a seminar series on Responsible Conduct of Research, in partnership with the IU Office of Research Ethics. Recent surveys indicate that an increasing number of first-year IUPUI students acknowledge the institutional contribution to the development of a personal code of conduct. (Appendix 4a,d-survey data).[Need to clarify this.]

IUPUI's ethics education initiatives extend beyond the boundaries of the campus. A four-year grant from the Fogarty International Center at the National Institutes of Health to the [IU Center for Bioethics](#) in the School of Medicine is supporting the development of a new research ethics training partnership with Moi University in Eldoret, Kenya. (IUPUI has a longstanding and extensive relationship with Moi, discussed in detail in Chapter Five.) The IU-Moi University Academic Research Ethics Partnership (IU-Moi AREP), a curriculum development and training initiative, has created two Master's degree programs in International Research Ethics: one at IUPUI and one at Moi University. These graduate programs have common and overlapping components, joint advisory committees, shared dissemination plans, and coordinated evaluation strategies. Both programs offer a curriculum that includes required core courses, electives, and a practicum experience; IUPUI students take part of the practicum at Moi, while Moi students come to IUPUI for part of their practicum. IUPUI and Moi faculties each convene a yearly Teaching Skills in International Research Ethics (TaSkR) workshop that provides training in research ethics to approximately 50 faculty and students annually.

### **Ethics Education and Training for Faculty Members**

[Research Ethics, Education & Policy](#) (REEP) leads, partners in, and provides resources that support the responsible conduct and administration of research across the campuses of Indiana



University. In addition to collecting and reviewing research policies, REEP offers a variety of educational programs, including online programs through the [Collaborative Institutional Training Initiative](#) (CITI) in the areas of Research with Human Subjects, Responsible Conduct of Research, Research with Animals, and Good Clinical Practice. All IUPUI faculty, staff, and CRL-funded students involved in research are required to complete the relevant CITI programs satisfactorily. On the IUPUI campus, REEP regularly conducts [face-to-face training](#) on Ethics, Education and Policy, and Animal Care, among other topics. The REEP staff also tailors [workshops on all aspects of the responsible conduct and administration of research](#) to the needs of particular classes, faculty members, departments, and research teams.

The IU Center for Bioethics, which celebrated its tenth anniversary in 2011, serves as a local, state, and national resource in bioethics research, education, and policy. [Current research programs](#), conducted in collaboration with other university units and initiatives, include the Bioethics and Subject Advocacy Program, Predicted Health Ethics Research, and participation in CLEAR, the Center for Law, Ethics, and Applied Research in Health Information. Working with its partners across the campus, the center provides student and faculty researchers with opportunities to gain practical and theoretical knowledge of bioethics. Through graduate degree programs, training, fellowship programs, lectures, and other activities, the center helps students, faculty, and other researchers deepen their understanding of ethical issues in medicine, health law, medical research, and the medical humanities.

The Center for Teaching and Learning offers workshops related to copyright issues.

## **Research Compliance**

Research at IU is conducted with strict attention to ethical and regulatory practices without consideration of the source, if any, of funding or sponsorship. The IU Office of Research Administration ensures that all research activity complies with local, state, and federal regulations. [IU research policies](#) include, among others, Conflict of Commitment, Financial Conflict of Interest, Misconduct/Research Integrity, Research with Human Subjects, Animal Care & Use, Biological and Chemical Safety, Export Controls, Radiation Safety, and Whistleblower Policy. Relevant regulations, policies, procedures, and important notices can be found on the Office of Research Administration web site and in the *IUPUI Supplement to the Academic Handbook* (Appendix 4a,d-Handbook supplement) [Should this be a Resource Room item, rather than an appendix?]. All policies are in agreement with the Code of Federal Regulations (CFR). The Office of Research Administration, while not the institutional owner of all of these documents, has primary responsibility for their application to the conduct and administration of research and other sponsored programs.

Compliance Services serves as a central resource to ensure that IU conducts its educational, research, and clinical activities in a manner consistent with regulatory, statutory, and organizational requirements, but also to establish the highest ethical standards for these activities. All research carried out at IUPUI and IUPUC must be reviewed and approved by the appropriate campus research risk review boards. The major responsibility for maintaining standards of integrity, however, rests with individual scholars and their departments. Accordingly, faculty members must exercise active leadership in mentoring, collaborating with, or directing junior

colleagues, staff, or students.

Many committees are involved in shaping and directing IUPUI's research activities. Brief descriptions of IUPUI committees involved in developing compliance policies, approving research protocols, and monitoring research compliance can be found in the *IUPUI Supplement to the Academic Handbook* ([Appendix 4a,d-Handbook supplement](#)).

## **Intellectual Property Policy**

The [IU Intellectual Property Policy](#) addresses types of intellectual property, the distribution of revenues from and equity interests in intellectual property, dispute resolution within the university, and implementation. Under this policy, the primary categories of intellectual property are patentable intellectual property and copyrighted works. Generally, ownership of patentable work is vested in the university. Copyrighted works are subdivided into Traditional Works of Scholarship, which are owned by the creator of the work, and University Works, in which IU retains ownership. The revenues from intellectual property owned by the university are distributed according to the formula set forth in this policy. The policy document was last revised in 2008.

IU faculty members, including faculty from the IUPUI campus, were involved in drafting this policy through the Research Affairs Committee of the Indianapolis Faculty Council (IFC) and the Council of Research Deans. The policy was approved by the voting members of the IFC and is included in the *IUPUI Supplement to the Academic Handbook* ([Appendix 4a,d-Handbook supplement](#)). The *Supplement* also addresses the distribution of the portion of intellectual property revenue that is returned to creators' campuses, as specified in section 3.A.i.c of the IU Intellectual Property Policy.

## **Summary: Strengths and Challenges**

### **Strengths**

- Efforts to enhance productivity in the area of research, scholarship, and creative activity have met with considerable success. Initiatives to encourage the growth of translational research and to increase research collaborations have contributed substantially to these outcomes.
- IUPUI offers faculty and staff a broad range of professional development opportunities and many faculty and staff take advantage of these, especially the fee remission benefit that enables employees to take courses tuition-free.
- Fourteen years after their adoption, the Principles of Undergraduate Learning are increasingly embedded in undergraduate curricula, and systematic PUL assessment is increasingly common. Assessment findings for students in the senior year indicate that most students are proficient in the six PULs.
- The RISE Initiative has been embraced by faculty and students, and RISE experiences are increasing [we need solid numbers on this.]

- The campus has earned national recognition and a range of awards for the PULs, service learning, undergraduate research, and the first-year experience.
- Strengthening the infrastructure for student life has resulted in increased participation in co-curricular learning experiences. The campus has begun to implement an assessment framework to gauge the effectiveness of these experiences.

## **Challenges**

- Staying abreast of evolving federal regulations for research and ensuring that faculty and students are informed and in compliance is an ongoing challenge.
- While the campus has increased support for faculty research, more support, including internal funding and research development staff, would enhance our ability to compete for federal and private research funds. In addition, we need to utilize research space more efficiently to accommodate ongoing growth in our research enterprise, create more common research lab spaces, and add new research space.
- Continuing growth of RISE experiences will also demand scarce internal resources.
- While systematic assessment of the Principles of Undergraduate Learning has increased, we need to continue seeking innovative ways to apply assessment constructively and educating faculty about assessment to ensure that we are fully supporting undergraduate students in mastering these key capacities and skills by graduation.
- We need to continue and strengthen efforts to improve the campus climate for diversity, to incorporate diversity outcomes into curricula and assessment, and to maintain our institutional commitment to diversity, equity, and inclusion.

## Chapter Five: Engagement and Service

*As called for by its mission, the organization identifies its constituencies and serves them in ways both value.*

### Introduction

IUPUI was created as a new kind of institutional collaboration with an explicit expectation for community engagement, as the introduction to this self-study and Chapter 1 explain. Its development over the past forty years remained true to its founding expectations through continued emphasis on engagement and service. We have pursued that goal by means of collaborative, innovative approaches.

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[text box: “Indiana University-Purdue University Indianapolis is an urban research university based on a distinctive interinstitutional partnership that thrives on close connections with our city. It’s all in our name.” –Chancellor Charles R. Bantz]

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In 2002, IUPUI completed a “Self-Study on Civic Engagement” as part of the institution’s reaffirmation of accreditation by the Higher Learning Commission. In preparation for that institutional review, a campus task force defined civic engagement as “active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission.” This work played a critical role in restating the IUPUI mission during a university-wide mission differentiation project intended to clarify the special strengths of each of Indiana University’s campuses. Civic engagement is explicitly identified as part of the IUPUI mission.

This definition of civic engagement represents a shift from the traditional tripartite division of teaching, research, and service, for it emphasizes that civic engagement is not simply a substitute for professional service. Rather, the definition indicates that this work encompasses teaching, research, and service (including patient and client services) *in and with* the community. Our collaborative understanding of civic engagement includes university work in all sectors of society as well as the local, regional, national, or international settings where this work is situated. As an urban public university, IUPUI assumes a special responsibility for civic engagement activities within Central Indiana. Similarly, IUPUC is committed to civic engagement in the south central region of Indiana surrounding the regional hub of Columbus. IUPUI also sees the state of Indiana as its community from the perspective of our mission as Indiana’s research and academic health sciences campus.

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[textbox: HERE, WE CHAMPION CIVIC ENGAGEMENT. IUPUI’s nationally cited commitment to civic engagement is not just part of the campus mission. It’s at the core of what—and how—students learn.//IMPACT. The Campaign for IUPUI]

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Numerous IUPUI initiatives have contributed to the understanding and practice of civic engagement and its related components. The campus has articulated a clear vision for the work, strategically convened stakeholders, set concrete timelines and goals, collaborated with faculty governance, established relationships with community partners across a wide spectrum, connected with national organizations and initiatives (e.g., American Association for Higher Education, Association of American Colleges and Universities, American Association of State Colleges and Universities, American Democracy Project, Campus Compact, among others), and allocated campus resources to support the campus mission of civic engagement.

IUPUI seeks to cultivate in all members of the campus community the desire to make Indianapolis and central Indiana one of the world's best places to live, work, and learn through the discovery and wise use of knowledge. This vision is noteworthy in that it is centered on the community, not the university. Moreover, it focuses on local achievement and attainment by bringing the best of the world's intellectual resources to bear on the geographic, economic, social, cultural, and political community of which IUPUI is a part. This vision for IUPUI can be shared by the community, and the role of the university is defined by its instrumentality, not by its own aggrandizement. IUPUI's aspiration to excellence in civic engagement is unambiguous for faculty, staff, students, and the community itself. Numerous awards given by partner organizations attest to their appreciation of contributions by IUPUI faculty, staff, and students.

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[textbox: IUPUI has received many national awards and recognitions for exemplary civic engagement. Since 2002, these have included the 2006 (US) Presidential Award for Community Service and three subsequent Honor Roll recognitions, the Savior of Our Cities Award (twice), *Princeton Review's* Colleges with a Conscience distinction, and *US News and World Report* recognition of the IUPUI service learning program as one of the nation's best every year since 2002.]

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In addition to promoting, supporting, and developing civic engagement as a central aspect of IUPUI's mission, IUPUI staff and faculty have also been active in contributing to the knowledge base through scholarship and research on civic engagement. Since 2002, 111 IUPUI faculty and staff have authored 155 journal articles, book chapters, and books on various topics associated with service learning. IUPUI has also hosted conferences, symposia, and meetings on topics related to civic engagement and service learning, including the 10<sup>th</sup> annual meeting of the International Association for Research on Service Learning and Community Engagement in Fall 2010. All of these scholarly activities have elevated IUPUI to prominence in the field and established its national and international reputation for civic engagement.

IUPUI does, of course, recognize students, faculty, and staff as core constituents, but the services provided them as "core" are the primary subjects of the preceding chapters. Here we focus most directly on engagement with and service to external constituents. The ways in which such service are embedded in the processes of teaching and learning, scholarship and creative activity, and administrative best practices contribute substantively to IUPUI's unique identity.

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[textbox: In 2005, IUPUI was one of twelve campuses to pilot the new elective classification for "Community Engagement" under the aegis of the Carnegie Foundation for the Advancement of

Teaching. IUPUI received this designation for both Curricular Engagement and Community Partnerships in the first cohort of campuses reviewed.]

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***Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.***

IUPUI's capacity to engage its constituents has reached its current strong levels purposefully, through a historic pattern of listening that began in the 1960s and led to creation of the campus in 1969. That listening process continues to be grounded in the campus mission, which emphasizes a commitment to engagement with and service to our varied communities. (See Chapter 1.) The campus is served well in this approach by its collaborative culture. At IUPUC, community collaboration has consistently been at the forefront of strategic growth. As a major partner in the Community Education Coalition, IUPUC has collaborated with local business and community leaders in the past decade to develop new programs to serve the region, construct the Columbus Learning Center in 2004, and to create the Advanced Manufacturing Center for Excellence in 2011.

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[sidebar: "One reason that IUPUI has been a valuable partner with neighborhoods and organizations in Indianapolis is that the university has taken the time and effort to involve the community in planning its civic engagement and outreach initiatives. For example, through early conversations and an asset-mapping of the Westside neighborhoods in 1996, IUPUI and community representatives identified areas for joint activities." //Olgen Williams, Deputy Mayor for Neighborhoods, City of Indianapolis, February 2009 letter of support]

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### **Learning through Advisory Structures**

Collectively, IUPUI pursues a variety of best practices in environmental scanning. (See Chapter 2 for extended discussion.) We actively involve community representatives as advisors and consult them regularly via formal surveys and informal conversations for feedback about the performance of our graduates, guidance on occupational trends, challenges confronting them, recommendations for strategic planning, and advice about funding and partnership opportunities. Just as the Chancellor convenes a Board of Advisors for the campus, nearly every academic dean convenes a similar group—including deans of professional schools as well as the deans of the Schools of Liberal Arts and Science—and several departments have program-specific advisory boards, particularly within the School of Engineering and Technology, the Department of Tourism, Event, and Convention Management, and the Center on Philanthropy. Representatives on IUPUC's Advisory Board meet quarterly as a formal group and more frequently as focused working committees (Programs, Campus Master Plan, Government Relations, Campus of the Future, Campaign). IUPUC professional divisions and academic programs each have advisory councils as well.

### **Learning through Sustained Conversation**

In addition, the IUPUI Office of External Affairs regularly meets formally and informally with external nonprofits, businesses, and state and local governmental leaders to stay in touch with issues of particular concern. These conversations often result in identifying ways that the university can work with others in addressing these evolving community priorities. The Office of Communications and Marketing (now IU Communications) annually conducts focus groups with students, prospective students, school counselors, and parents for purposes of improved recruitment strategies. These sessions help identify sources of confusion about college preparation and financial aid as well as concerns related to diversity.

IUPUI is further connected to a large number of community organizations through the faculty and staff members who are their board members and volunteers. For instance, the Chancellor serves on the Greater Indianapolis Chamber of Commerce Board, the Executive Committee of the United Way of Central Indiana, and the Economic Club of Indiana. Vice chancellors serve on the boards of the Children's Museum of Indianapolis, the Hispanic Business Council, the International Center of Indianapolis, and many more. The Office of External Affairs develops and strengthens relationships with a number of key community organizations, elected officials, and government agencies. These relationships help to keep the university apprised of community needs as well as to establish short- and long-term partnerships.

External Affairs also co-sponsors a number of major community events to ensure that IUPUI faculty, staff, and students have regular and frequent opportunity to engage with community members, particularly from diverse populations. These events include the Indiana Black Expo, Fiesta, the Chinese Festival, the International Festival, the Susan G. Komen Race for the Cure, Backpack Attack, the 500 Festival, and several more. The office also manages IUPUI continuing service projects such as a campus-wide food drive, holiday gift drive, United Way Day of Caring, Habitat for Humanity builds, and United Way fundraising drives.

Moreover, because of the concentration of professional programs at IUPUI, more than 30 academic units, including individual departments and programs as well as whole schools, periodically engage in self-studies for specialized accreditation that help them identify particular community needs. A list of accredited programs and dates is publicly available at <http://www.planning.iupui.edu/accountability>. In addition, all IUPUI academic programs participate in a formal program-review process on an eight-year cycle, similar in many ways to specialized accreditation review. (See Chapter 2 for a full description of the program review process.) Preparatory self-studies for program review examine community engagement, and a community representative is always a member of the program review team.

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To secure approval from the Board of Trustees and from the Indiana Commission for Higher Education, any school proposing a new degree program must be able to articulate a work force or professional need in the community that the proposed program will address, with supporting data about market demand for its graduates in the short and long terms. Thus, community advisors are called upon to assist faculty in identifying very specific economic and work force development needs as well as broader community challenges and opportunities.

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[full-page sidebar: **Crispus Attucks High School**// Crispus Attucks High School was Indianapolis' first segregated high school for African Americans, built in 1927. In 1986 Indianapolis Public Schools converted it to a middle school, later using a portion of the building as a museum featuring cultural artifacts and memorabilia from the late 19<sup>th</sup> to early 20<sup>th</sup> century African American experience in Indianapolis. In 2005 the IPS Superintendent proposed that IUPUI help transform Attucks, located just north of the IUPUI campus, into a medical magnet school. The Schools of Medicine and Education, IU Health, and Crispus Attucks formalized a partnership providing for teacher professional development, medical and health internships for students, career seminars, and graduate student scientists to assist in the Attucks classrooms. In 2006 the school began adding a new grade each year until the addition of grade 12 in 2009.

Based on continuing interaction, other units at IUPUI were quickly invited to contribute to the partnership and broaden its services. The Schools of Science and Informatics added instructional and research opportunities. The School of Liberal Arts contributed ideas on course enrichment, early college opportunities, and an essay contest with cash prizes. University College's SPAN Division developed a Faculty Lecture Series for faculty from across campus to share expertise with Attucks students and teaching staff. IUPUI created a scholarship award for eligible Crispus Attucks junior and senior students. The \$250,000 fund is awarding tuition scholarships from 2010 to 2014.

IUPUI University Library brought to bear its extensive library resources to help the partnership and its students succeed. In addition, in 2008 the library worked with the Crispus Attucks Museum to capture the history of the high school by digitizing its yearbooks (1928-86), newspapers, graduation programs, and other historical documents.]

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## **Learning through Requests for Feedback**

Other campus-wide units secure information about community interests as part of regular self-evaluation surveys and share that information with others on campus as appropriate. In addition to the annual evaluations conducted by the Center for Service and Learning (CSL) and The IUPUI Solution Center (see profiles in section 5b below), the IUPUI Community Learning Network (CLN) seeks community feedback about perceived needs for new courses and outreach centers in Central Indiana with each course evaluation survey. As the largest continuing-education organization in Indiana, CLN is in contact with over 10,000 learners each year through these surveys. All three units recognize mission responsibility to serve as two-way conduits for information to and from IUPUI's many constituents in and beyond central Indiana.



IUPUI holds itself accountable to report its progress to constituents. Each February, the Chancellor hosts several hundred guests for his annual Report to the Community, and in 2010-11 the Chancellor's office circulated ten electronic newsletters to a subscriber base of 3,000 corporate and community leaders. Over 3,000 copies of the award-winning annual campus performance report are distributed to policy, community, and civic leaders. Many of IUPUI's Signature Centers and most academic and administrative units also prepare annual reports that are posted on their web sites for ready access by all interested parties. These reports prompt further inquiries and comments, which feed back into the overall scanning and planning effort at IUPUI.

### **Learning through the Work of Existing Partnerships**

Perhaps the most pervasive means of learning from constituents, however, results from the many long-standing partnerships that various IUPUI units maintain. While the extent of IUPUI's engagement defies project-by-project enumeration, that breadth assures that campus members collectively are in regular communication with hundreds of organizations: local neighborhood associations; state-level nonprofits such as United Way; state, city, and county executive, legislative, and judicial officials; and established international partnerships that further curricular, research, and service missions. These partnerships provide a steady source of information about new opportunities and evolving needs that the campus and each partnership might address. One example is the Crispus Attucks Medical Magnet School, launched jointly by IUPUI and the Indianapolis Public Schools to improve opportunities for advanced study in the life and health sciences. (See box profile.)

Another well-known example is the campus's 15-year partnership with the Westside Cooperative Organization (WESCO), George Washington Community High School, and related neighborhood projects. WESCO is an umbrella organization that represents the Stringtown, Haughville, and Hawthorne neighborhoods just west of IUPUI. Work began in 1996 with numerous "listening" meetings and asset-mapping to surface neighborhood concerns about long-term campus development and about its own deteriorating infrastructure. Working with WESCO, IUPUI received a five-year grant from the U.S. Department of Housing and Urban Development to address a range of economic development and educational concerns identified through this collaborative process. The groundwork for several outreach programs was laid by the economic development strategy prepared by IUPUI's Center for Urban Policy and the Environment. A new five-year grant, awarded in 2003, focused on health promotion and financial literacy programs for Westside residents.

In 1998, the partnership organized a WESCO Education Forum to work with community residents and the Indianapolis Public Schools to re-open the George Washington School, initially as a middle school, then as a high school that was one of the first community schools in the nation. Projects with WESCO involved more and more schools at IUPUI (Medicine, Education, Nursing, Physical Education and Tourism Management, Community Learning Network, and University College) as well as the Division of Student Life and the linchpin, IUPUI's Center for Service and Learning. In 2006, GWCS was awarded the inaugural National Community School Award by the National Coalition of Community Schools. All partners take pride in the impact of

collaborations at George Washington Community School: 100 percent of the 2011 GWCS graduating class were accepted into postsecondary education.

The lessons IUPUI has learned and continues to learn from WESCO have caused us to look further to see where there may be opportunities for similar community partnerships. For the past several years, with leadership from the Community Learning Network (CLN), we have been developing a similarly rich set of relationships with the Martindale-Brightwood neighborhood on the near eastside of downtown Indianapolis. A recent U.S. DOE grant of \$2.5 million will help CLN develop three full-service community schools in the neighborhood. To illustrate IUPUI's pattern of multi-way collaborations, CLN's partners within IUPUI include the Schools of Education, Nursing, and Social Work, the Polis Center, and the Center for Service and Learning. Community partners include Ivy Tech Community College, the Martindale-Brightwood Community Development Corporation, Boy Scouts of America Indianapolis, and 100 Black Men.

In another spin-off from the WESCO partnerships, the Fit for Life program (now called Physically Active Recreation Centers, or PARC), developed initially at GWCS, has been extended to two other IPS high schools: Howe Academy in the downtown area and Northwest High School. PARC is school-based to target childhood obesity, but when the program developed to the point of offering access to its facilities and programs for the nearby communities, the response was even more positive as few residents of these neighborhoods can afford the cost of a private gym or health club.

***Core Component 5b: The organization has the capacity and demonstrates the commitment to engage the communities it serves.***

Since engagement is one of the core mission themes, all academic and administrative units engage in annual planning for engagement and partnerships as part of the institutional budgetary planning cycle described in Chapter 2. Over the long term, IUPUI has made major commitments to support engagement and service—in Central Indiana, across the nation, and internationally—through budget allocations, faculty and staff appointments, and space assignment. Two units in particular concentrate IUPUI's capacity-building resources for the benefit of both campus and community constituents: the Center for Service and Learning and the Solution Center.

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[page-length sidebar: **Center for Service and Learning**// The mission of the Center for Service and Learning (CSL) is to involve students, faculty, and staff in educationally meaningful service activities that mutually benefit the campus and community. Beginning in 1993 with a focus on service learning course development, CSL has expanded the breadth of its services through four offices that coordinate a range of campus-community programs. With a staff of ten FTE, augmented by graduate assistants and work-study employees, the CSL represents a substantial component of IUPUI's capacity to engage communities near and far.

The Office of Service Learning helps faculty develop, implement, and assess service learning courses. The office consults with faculty, provides resources, conducts research, and promotes

the scholarship of engagement. (Service learning accomplishments are featured in Table 5.1 below.)

The Office of Neighborhood Partnerships collaborates with community organizations and other campus units to build long-term partnerships between IUPUI and its surrounding neighborhoods, principally with WESCO.

The Office of Community Service cultivates student leadership, organizes campus-wide service events, facilitates alternative break trips, and works with student organizations and community agencies to promote service opportunities.

The Office of Community Work Study involves students in the community through federal work-study employment. Through these placements, students integrate career exploration and educational experiences with meaningful employment. In 2009-10, one-third of IUPUI federal work-study funds supported 351 students in community work at 45 locations.]

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Numerous other initiatives and offices also contribute to IUPUI's capacity for engagement beyond Indiana. For example, IUPUI has been cited for having capitalized on strong international exchange partnerships to create a campus-wide strategic partnership model that depends on hundreds of faculty and students committed to building deep and lasting relationships with global partners. IUPUI's approach was honored with the 2011 Paul Simon Award for Campus Internationalization and the 2009 Andrew Heiskell Award for Innovation in International Partnerships. With leadership from the Office of International Affairs, IUPUI works to fulfill its role as an urban university by developing international partnerships that promise significant impact: fewer but more meaningful engagements with foreign universities across disciplines where we can collaborate for mutual benefit.

As a result of our approach, IUPUI's study abroad programming is strongly characterized by service learning (indeed, two-thirds of IUPUI's international programs have a service learning component), internships, and other forms of reflective experiential learning across all of IUPUI's schools. The campus has moved forward on three core partnerships: Moi University in Eldoret, Kenya; Sun Yat-Sen in Guangzhou, China; and Autonomous University of the State of Hidalgo in Pachuca, Mexico. These international partnerships engage faculty and students from a wide variety of academic programs and are rooted in reciprocity. Not only do IUPUI students and faculty visit and learn from our partner universities, but they also send students and faculty here. In March 2012, for example, 37 deans, associate deans, and heads of units from Sun Yat-Sen University spent two weeks at IUPUI for intensive training in teaching and learning. The delegation was hosted by IUPUI's Center for Teaching and Learning with a program covering peer-led learning, service learning, student-centered teaching, developing and assessing learning outcomes, and learning management systems.

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[page-length sidebar: **IUPUI Solution Center**// The Solution Center was created in 2004 through IUPUI funding and support from The Lilly Endowment. Its mission is to serve as IUPUI's "Front Door" to the community to assist in the economic development of Central Indiana by connecting the university's intellectual capital to the pressing demands of business, government, and the nonprofit sector. The cornerstone of the Solution Center's work with the

community is its ability to serve as a knowledgeable and informed point of contact for thousands of business, nonprofit, and government leaders, connecting them to the talent at IUPUI for internships, community-based research, and business assistance projects. Equally important to the Solution Center's success in the community is the IUPUI Venture Fund program that allows the campus to grant matching funds to organizations in order to create and sustain meaningful, challenging, and career-relevant internships and applied projects for experiential learning.

A major focus of the Solution Center is to enable experiential learning opportunities that will encourage students to stay in Central Indiana after graduation. The Center also administers IUPUITalent, a web site that gives employers a one-stop option to publicize internships and job opportunities for IUPUI students and graduates.

From 2004-2011, the Solution Center worked with 926 community partners to develop nearly 2,500 engagements (1,218 internship opportunities, 1,138 community and class-based projects, and 141 faculty-led research collaborations); facilitated thousands of referrals; and granted \$2.08 million in community matching funds to support these projects and internships.]

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Another important way in which IUPUI expands its capacity for engagement and service is through the many research programs in which faculty, staff, and students address challenges in partnership with community partners, often across disciplines. The IUPUI TRIP Initiative (Translating Research into Practice, described more fully in Chapter 4) exemplifies IUPUI's extensive cross-disciplinary research aiming to better people's lives across communities from local to global. IUPUI faculty members make a difference through their focus on translational research, taking knowledge generated from scientific inquiry and humanistic scholarship and transforming that knowledge into practices and solutions. Translational research solves problems people face in their everyday lives by using meaningful, evidence-based information to address complex social, health, governmental, cultural, and relational issues. Currently, there are more than 100 translational scholars at IUPUI (see <http://trip.iupui.edu/scholars/all/index.php>).

As explained in Chapter 4, much of IUPUI's research activity is focused on addressing community-identified problems. IUPUI regularly expands its capacity through internal collaborations among academic and administrative units, through collaborations we forge with community partners, and by matching our own resources (capital and human) with external grants and contracts. In fact, a steadily increasing portion of IUPUI's income derives from sponsored research (over \$400 million in 2009-10), with many research projects conducted for or in partnership with community partners. Private philanthropy also contributes substantially to our capacity for engagement and service, as discussed in section 5d below.

Overall, our approach to addressing issues of capacity is consistent with our institutional bias toward collaboration. We build partnerships with constituent organizations, which often bring some resources to the table. And, consistent with our interdisciplinary approach, the department or school originally engaged is likely to seek human and financial resources from other relevant units at IUPUI. That powerful combination of multiple partners with a financial stake in a community-serving project has helped drive our increased success in securing external grants to support our community-oriented work. In other cases, students become part of the mix, attracting

different sources of financial support and increasing their participation in engaged learning experiences, including undergraduate and graduate research, service learning, special work projects locally and abroad, and field experiences that strengthen their knowledge of global issues, diversity, and ethics in their programs of study.

**Table 5.1 IUPUI Service Trends**

<b>Academic Year</b>	<b>2000-01</b>	<b>2003-04</b>	<b>2006-07</b>	<b>2010-11</b>
# Students in service learning	1,440	2,001	2,659	8,487
# Service learning class sections	26	41	119	372
# Community partners	35	210	178	186
# Hours of SL service	13,006	28,162	41,797	158,913
# Campus service events	5	8	17	37
# Faculty/staff/students involved	347	850	1,320	2,504
# Community service scholarships	46	84	313	397
Scholarship funds awarded	\$100,000	\$150,230	\$467,864	\$649,069
Scholarship hours of service	NA	NA	36,712	39,738

Not least in terms of capacity-building, civic engagement is very explicitly a focus of the \$1.25 billion IMPACT Campaign now under way—the largest in Indiana University history. One of the four major priorities is stated as: “Championing Civic Engagement: Concern for community—in central Indiana or halfway across the world—is so ingrained into IUPUI campus life that it defines what and how students learn.” Visionary philanthropic giving has as often stimulated new engagement as it has responded to our own perceptions of arenas where we can make distinctive contributions. Some campaign gifts are also intended to strengthen IUPUI Signature Centers (described more fully in Chapter 4), often involving partner organizations in the local community and around the world.

***Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.***

As the urban public university campus in Central Indiana, IUPUI focuses curricula on contributing to the economic development as well as the quality of life of its constituents. These curricula are described more specifically in Chapters 3 and 4, but in the context of engagement and service, it is important to point out the purposeful attention to engagement in developing new programs. Over the past several years, we have emphasized “21<sup>st</sup> century degree programs,” which are largely interdisciplinary and developed collaboratively with new economic development clusters in Indiana. In a three-year period, IUPUI has introduced 23 programs as well as a new School of Public Health (launch in summer 2012), all targeted at students who want to improve the future. Many are in health and life sciences (e.g., Health and Rehabilitation Sciences, Biostatistics, Epidemiology, Health Policy and Management, Biomedical Engineering, Bioinformatics). Others include Energy Engineering, Urban Education, Philanthropic Studies, Nonprofit Management, Motorsports Engineering, Media and Public Affairs, Museum Studies, Policy Studies, Music Technology, Sports Journalism, Sports Management, Forensic and Investigative Sciences, and Sustainable Technologies. New programs in Chinese Studies and Health Communications are being prepared. Most of the programs are interdisciplinary, drawing courses and faculty from multiple departments and schools; all are regionally responsive.

All of these programs also lend themselves to student engagement in our RISE to the Challenge initiative, which emphasizes research, international study, service learning, and experiential learning such as internships, practica, and field projects. An example of experiential learning supported through community engagement occurs every semester in the capstone course for the Master of Public Administration (MPA) program in the School of Public and Environmental Affairs. This course for graduating students helps them integrate knowledge from core and concentration courses, gain insight into the meaning of professional practice, assess their competencies and learning outcomes, and apply what they have learned in a real-world project for a client. For the past few years, students have worked with the City of Indianapolis, community organizations, and nonprofit organizations to respond to agency-identified policy challenges by conducting meaningful research, analyzing data, and providing solid, implementable recommendations. Student teams work closely with the clients and learn how to integrate theory and practicality in their work products. Similarly, IUPUC's general education initiative, which began development in Fall 2010, requires all IUPUC students to complete a service learning or civic engagement experience as a curricular requirement. The initiative will reach full implementation in Fall 2012. The IUPUC Center for Business and Economic Development (CBED) organizes internships and community-based projects for the mutual benefit of IUPUC students and community partners.

### **Collaboration with Elementary and Secondary Education**

IUPUI recognizes a particular responsibility to the elementary and secondary schools in Central Indiana, and our response to the challenges they identify takes several forms.

*Supporting Educators and Organizations.* One response is a special curricular emphasis on preparing teachers for urban environments; the sole doctoral program in the School of Education at IUPUI is a Ph.D. in Urban Education. The School of Education has also created additional centers—notably the Center for Urban and Multicultural Education (CUME)—to provide continuing professional education for in-service school teachers and administrators and to organize research projects in the field. The school also engages in numerous interdisciplinary collaborations such as recent partnerships with Indianapolis Public Schools; the IUPUI Office of Diversity, Equity, and Inclusion; the African American Male Equity Project; the Africana Studies Department in the School of Liberal Arts; CUME; and several private publishers to develop and train teachers, and to implement “The Historic Journey,” a standards-based K-12 curriculum that presents science, English, math, and social studies lessons within a context of African and African American history. Though valuable in its own right, the curriculum will also help schools meet Indiana’s new cultural-competence law.

Another response is specialized application of our long-term partnership strategy encompassing both the Indianapolis Public Schools and numerous regional school corporations. For example, in 2011 the School of Education received a \$2.2 million grant from the U.S. Department of Education to create a Midwestern regional Equity Assistance Center for technical assistance in the areas of civil rights, equity and access, and school reform. Also in 2011, the USDOE granted \$1.9 million to the School of Education at IUPUI for a new five-year grant to prepare more master teachers of English as a Second Language within IPS and the neighboring Pike Township school district.

This chapter has already described the Crispus Attucks Medical Magnet School partnership with IPS (see box in section 5a above) and our initiatives with the George Washington Community School and WESCO. Because of our success at GWCS, in 2011 the University of Pennsylvania's Netter Center for Community Partnerships awarded funding to the IUPUI Center for Service and Learning to create a Midwest regional Center for University-Assisted Community Schools as part of Penn's national replication project. As one of its first activities, the new center and the Indiana Partnerships Center co-hosted a Family/School/Community Engagement Forum for 100 targeted policymakers and leaders in public education, the first in a planned series of four such learning opportunities.

IUPUI's success with PARC through community-school partnerships led to our participation in the Super Bowl Legacy Center. The Super Bowl's arrival in Indianapolis in 2012 brought widespread excitement to the city, but especially to the Near Eastside, where Arsenal Technical High School was chosen as the site for the Chase Near Eastside Legacy Center Fitness Zone. In conjunction with the John H. Boner Community Center in that neighborhood, the Fitness Zone will continue to engage students, faculty, and staff from the IU School of Physical Education and Tourism Management to manage the center for Tech students and Near Eastside residents. The IUPUI students will conduct health screenings, health and wellness classes, personal training, group exercise classes, and individual workouts. Moreover, through a grant awarded by JP Morgan Chase to the IUPUI Solution Center, students and faculty in other IUPUI schools and departments will engage in projects that support awareness of the Legacy Center and its programming. Over a two-year period, the Legacy Project will involve more than 100 students, faculty, and community partners in research efforts, class projects, and independent internships.

*Supporting PK-12 Students.* Direct support for elementary and secondary students is also a strong element of IUPUI's educational service. The work of the campus Twenty-first Century Scholars Support Office in University College supports the academic success of all IUPUI Twenty-first Century Scholars, an extensive state scholarship program to encourage students to stay in school, graduate, and move directly into postsecondary education after high school. IUPUI support begins while students are still in high school, including student mentorship and early opportunities to visit the campus and build connections, and continues through their undergraduate experience with targeted encouragement and direction. Another example of direct support for students is early enrollment programs. The School of Engineering and Technology allows qualified high school students to take online courses in computer information technology (with in-school teacher supervision) at approximately 50 percent discount on tuition and fees. The SPAN Division (Special Programs for Academic Nurturing) of University College, launched in 1984, continues to create opportunities for high school students to take college courses on campus. SPAN has developed early college articulations with 52 Indiana public, charter, private, and parochial schools, which send their students to IUPUI for early college and dual-credit participation. The program also works with several home education cooperatives and has enrolled more than fifty students from home schools.

Numerous academic schools and departments offer special summer initiatives to encourage younger students to continue their studies after high school, particularly in STEM disciplines. For example, the IU School of Dentistry offers an annual Urban Dental Summer Institute for city

high school and college students interested in learning more about the field of dentistry and careers in the dental profession. Funded in part by the Metropolitan Indianapolis-Central Indiana Area Health Education Center (AHEC), this collaborative venture provides distinctive programs for high school and college students, primarily for underrepresented minority students, to address the national shortage of underrepresented minorities in the dental profession. Students participate in hands-on activities with dental instruments and materials, interact with dental school faculty and students, spend time chair-side with patients, and gain a better understanding of how to prepare for college and for dental school.

The Metro Indianapolis AHEC also supports an annual “Camp MD,” a three-day program to inspire area elementary and secondary students to consider careers in the health professions and science. Medical students lead the sessions, engaging the youth in fun interactive learning activities. In addition, the School of Medicine Diversity Division annually sponsors two three-week summer science programs (Brain Link/MASH) for young people. These programs target minority youth and are provided without charge to participants. In another program to address science, engineering, mathematics, and technology shortages, in 2011 and 2012 the IUPUI Nanotechnology Discovery Academy (INDA) summer program is introducing high school students and their teachers to the “science of the small.” The INDA is a collaboration among the Integrated Nanosystems Development Institute at IUPUI, the Center for Research and Learning, and SPAN.

Since 1976, the School of Engineering and Technology at IUPUI has conducted its Minority Engineering Advancement Program (MEAP) program, week-long summer programs for underrepresented minority secondary school students to engage in hands-on projects with IUPUI faculty and learn more about career opportunities in engineering and technology fields. Engineering and Technology has also been running a similar program called Preparing Outstanding Women for Engineering Roles (POWER) for the past six years.

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[page-length sidebar: **Central Indiana Talent Alliance**// IUPUI serves as convener for the Central Indiana Talent Alliance, a strategic initiative begun in 2010 with a grant from the Living Cities Foundation to ensure that every child has the opportunity to succeed, from cradle to career. Its goals are to ensure that every student in the region should be prepared for school, be supported in and out of school, succeed academically, enroll in some form of post-secondary education, and graduate and enter a career.

In addition to including other post-secondary education institutions in the region (Franklin College, Butler University, Ball State University, Marian University, Martin University, University of Indianapolis, Indiana University, Purdue University, Western Governors University Indiana, and Ivy Tech Community College), the Talent Alliance brings together Central Indiana school districts, state and local governmental offices, funding bodies, business leaders, influential nonprofit service organizations, and a host of child development centers, churches, and other child support and development organizations.

Working groups explore issues, conduct research, and propose solutions to resolve challenges at critical points in the education pipeline. In addition, the Talent Alliance serves as an information clearinghouse and publishes an annual report card to the community about performance on



several major indicators of progress in reaching mutually identified community educational goals. IUPUI staffs the Talent Alliance, but all partners contribute resources and expertise to help improve Indiana's persistently low educational attainment rates. (More information is available on the Talent Alliance web site at <http://www.talentalliance.iupui.edu/>.) ]

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## **Partnerships with Other Postsecondary Educational Institutions**

IUPUI's educational partnerships extend to active engagement with other postsecondary institutions in central Indiana. Starting more than a decade ago, IUPUI has been a state leader in working with Indiana's emerging community college system, along with other colleges and universities, to negotiate transfer and articulation agreements under the auspices of the Indiana Commission for Higher Education Statewide Transfer and Articulation Committee. In particular, the Passport Program collaboration between Ivy Tech Community College and IUPUI aims to support access to all levels of higher education for persons in central Indiana. (The Passport Program is discussed further in Chapter 3.)

IUPUI has developed innovative partnerships with other postsecondary institutions to enhance educational opportunity. A five-year dual degree program with Butler University allows students to live at Butler while earning a bachelor's degree in science at Butler and an engineering degree at IUPUI. Currently 120 students are enrolled in the program, which is now in its ninth year. The Schweitzer Fellows Program focuses on developing "leaders in service" through a collaboration of the Butler University College of Pharmacy, the Krannert School of Physical Therapy at the University of Indianapolis, and the Indiana University Schools of Dentistry, Law, Medicine, and Nursing at IUPUI. The fellowships allow professional students an opportunity to undertake a year-long 200-hour service project focused on alleviating health inequality in underserved communities. On a global level, the Robert H. McKinney School of Law at IUPUI has built on a twelve-year partnership with Renmin University of China School of Law in Beijing to establish a Joint Center for Asian Law Studies. Launched with a three-day Sino-U.S. Conference on Real Estate Law, the center will include faculty exchanges and student forums via videoconferencing.

## **Engagement with Health Communities**

In the case of IUPUI and other health sciences institutions, there is a special constituency that depends on us for service in ways beyond education: those who lack or have limited access to medical services they need. Most of the larger colleges and universities in Indiana, including others in the Indianapolis area, have nursing programs (though many are at the RN and BSN levels only), but Indiana University's Schools of Medicine, Dentistry, and Optometry are the only ones in Indiana (with Optometry split between Indianapolis and Bloomington). The teaching hospitals and clinics that are part of IU Health (formerly Clarian, and including Methodist Hospital and its affiliates) constitute a core of the health care services available in Central Indiana and state-wide, and the medical campus at IUPUI encompasses a range of specialty and referral care facilities such as Riley Children's Hospital.

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[page-length sidebar: **AMPATH**// AMPATH—the Academic Model Providing Access to Healthcare—was launched by the School of Medicine in 1989 in partnership with Moi

University School of Medicine and Moi Teaching and Referral Hospital in Eldoret, Kenya. The IU Schools of Dentistry and Nursing quickly joined the initiative, which has spread over time to nearly every academic unit at IUPUI and helped anchor IUPUI's strategy for building international partnerships. Now a consortium of North American academic institutions led by the School of Medicine's Center for Global Health, in 2007 the partnership received a five-year, \$65 million grant from the U.S. Agency for International Development in recognition of its comprehensiveness and effectiveness.

Combining these funds with philanthropic giving, AMPATH today serves more than 100,000 Kenyans with HIV/AIDS treatment through AMPATH's system of community health workers in 23 full-time clinics and 23 satellite clinic locations. Food security programs assist over 30,000 people per month. AMPATH also provides school fees, clothing, and food as needed for 18,000 children orphaned or made vulnerable by AIDS. Care now includes individuals with cancer and diabetes, dental and optometric care, as well as life-saving services for mothers and infants. Faculty, staff, and students from IUPUI benefit directly through improved understanding of the practice of medicine in areas with limited resources, bringing home lessons about how to provide more effective healthcare in Indiana. Faculty, staff, and students from the Moi School of Medicine and Hospital come to Indiana on exchange programs for research and study.

The legal community, many faith groups, and thousands of individual volunteers have also embraced our work, increasing capacity and the organizational infrastructure to continue expansion of this mutually beneficial initiative. We are gratified that AMPATH has been nominated three times for the Nobel Peace Prize.

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*Expanding the Pool of Service Providers.* The School of Medicine has long been concerned with its state-level responsibility for physician preparation. Over half of the physicians practicing in Indiana were educated at the School of Medicine or have some other educational connection to the school. IU's innovative Statewide Medical Education Plan was developed in the late 1960's to ease pressure on the single medical campus in Indianapolis, expanding over time to nine centers across Indiana, often co-located with partner universities. That farsighted program has allowed IU to become the nation's second largest medical school. Moreover, strong programs at IU have encouraged 40 percent of its graduates to go into primary care practice, bucking national trends among medical students to pursue more lucrative specializations. Even so, in 2009 the Indiana State Department of Health designated areas in 39 of Indiana's 92 counties as underserved by primary care health professionals and areas in 55 counties as medically underserved. Although 20 percent of Hoosiers live in rural areas, only nine percent of Indiana physicians practice there.

The School began a strategic expansion of admissions, and increased the number of clinical rotations completed by students in hospitals near the regional medical education centers. By Fall 2012, the school will have expanded enrollment by 30 percent from 2006 levels. Further, in 2008 the school launched a new rural medicine program at the Terre Haute center to further address the maldistribution of graduates. From the start of their programs, these students will be placed in community facilities for hands-on training and understanding of the special needs and circumstances of rural health care. Effective use of the state's solid health-care and university

technology infrastructure will help the school's faculty assure consistency of student experiences wherever they study. Expanded partnerships with teaching hospitals across the state will further build the strong network of physician partners that make these expanded clinical rotations feasible. Data show that physicians with a connection to Indiana tend to practice in the state longer than physicians without that connection. The School of Medicine continues to be a leader in building and maintaining such connections.

An important contributor to the institution's efforts to improve equitable access to health care is Indiana's Area Health Education Centers (AHEC) network. Housed at the School of Medicine and funded in part by a major federal grant, AHEC's work is carried out through eight regional AHEC centers. The overall AHEC mission is to improve health in Indiana by recruiting, educating, and retaining health care professionals for rural and underserved urban communities. Launched in Indiana in 2001, AHEC is a sustained enterprise that embodies IUPUI's distinctively innovative and collaborative approach to major programs. A large Statewide Advisory Board representing 17 major health associations, seven state governmental agencies, four other IU schools, nine other colleges and universities, and four other hospital systems meets regularly for strategic advice and coordinated planning.

The School of Medicine contracts with eight organizations (including four other universities, a non-IU Health hospital, two regional economic development organizations, and a small rural nonprofit agency) to operate regional Area Health Education Centers, each of which has its own multi-organizational advisory board for localized, on-the-ground advice and support. Each center contributes to the four basic AHEC functions: to assist in training health professionals, to provide continuing education for providers to the underserved, to recruit minority students into the health professions, and to respond to emerging health issues by distributing timely information to practitioners and care facilities. The regional AHECs offer a particularly active program of outreach to young people through both school visits for Kids into Health Careers programming and a variety of summer "camp" offerings (with scholarships available), in which the Schools of Dentistry and Medicine and a variety of nursing programs participate. In 2010, over 12,000 K-12 students, 77 percent of them educationally or economically disadvantaged, participated in these programs. In the same year, the number of health professional trainees in Indiana jumped to 2,767, up from 1,219 in 2007.

*Direct Healthcare Services.* IU Health, the state's largest and most comprehensive healthcare network, is the fourth largest employer in the state and provides patient care through more than 2.2 million admissions and outpatient visits a year. The system has long been committed to reinvesting in the communities it serves and in providing high-quality healthcare regardless of ability to pay. Its community benefit (including unreimbursed Medicaid costs, research and clinical trials, education for health professionals, and subsidized services) in 2010 totaled nearly \$442 million. Total charity care (free or reduced-cost) in 2010 exceeded \$112 million. Based on health needs identified by local communities served, using local data in addition to data from state and Federal agencies, areas of focus for outreach services in 2010 included obesity prevention, injury prevention, and increasing access to healthcare through financial assistance. For example, community health initiatives included performing 5,000 diabetes risk assessments and referring more than 2,000 for appropriate follow-up care. At hospitals in Tipton, Lafayette, and downtown Indianapolis, Child Passenger Safety Technicians offered free inspections of

infant and child car seats, and special events provided free car seats to families in need. Through its partnership with the School of Medicine, IU Health trained 1,124 fellows and residents, and engaged in 1,359 research studies with medical faculty and scientists.

Thus, the health sciences facilities and programs, as their primary mission, work creatively to provide opportunities for health professions students to intern and fulfill residency requirements along with practice opportunities for faculty and research staff. But like the rest of IUPUI, the health programs also engage and serve varied constituents in both expected and surprising ways. For more than a decade, the School's Medical Student Council, with support from the Office of Mentoring and Student Development, has sponsored an "Evening of the Arts" featuring musical and artistic talents of medical faculty and students. The popular event has recently been held at the Attucks Medical Magnet High School and includes a silent auction of visual artwork to raise funds for clinics providing free health care services to the homeless and working poor of Indianapolis.

In 1996, the School of Medicine founded an Office of Medical Service Learning (OMSL) to promote lifelong commitment to community service and leadership through innovative service learning experiences. All SOM students are offered opportunities to participate in such experiences through curricular and co-curricular programs. Students initiate and lead voluntary projects that incorporate the key service learning elements. In 2011, more than 400 Indianapolis medical students (more than half) participated in one or more of 16 such projects, providing over 11,000 hours of service. Through these projects, students collaborate with many different community partners to address a broad range of community needs in Indianapolis, around the state, and at international sites. One outstanding example is the IU Student Outreach Clinic, founded in 2009 in partnership with the Neighborhood Fellowship Church, which hosts the free half-day weekly clinic on the near eastside of Indianapolis. The clinic now includes an interdisciplinary and intercollegiate team of students from the Schools of Medicine, Dentistry, Business, Law, and Social Work as well as the Butler University School of Pharmacy, along with two more community co-sponsors. With oversight from faculty and community physicians and dentists, students provide a variety of services, including health and dental services for this medically underserved neighborhood. The clinic also provides a community-based learning laboratory for students and a community-based setting for health research.

The School of Dentistry curriculum incorporates components that assure student exposure to community populations with special needs, in addition to inculcating an expectation for lifelong professional engagement with their communities. A related component promotes skills in identifying and addressing health policy and advocacy. In 2001, the school implemented a new international focus in its service learning program, gradually increasing the number of countries where dental and dental hygiene students can gain a global perspective on patient care and the profession of dentistry. From Haiti and rural Mexico, partner locations have been added in Ecuador, Guatemala, Brazil, and Honduras, as well as the Moi partnership in Kenya, and, closer to home, the Blackfeet Reservation in Montana. Locally, faculty, staff, and student volunteers provide dental sealants to children residing in shelters housing the homeless and victims of domestic violence. A student-managed partnership, HealthNet People's Health and Dental Clinic, is staffed by student volunteers every Saturday for free dental services. Regular visits providing oral healthcare services to Amish children in several northern Indiana communities led

to several grants to construct a new clinic for the Amish in Shippshewana, now a flourishing clinic with a staff of seven. IU's dental students continue to serve one Friday every month at the clinic.

In 2003, the School of Dentistry began the Seal Indiana Program in collaboration with the Indiana State Department of Health and the Indiana Dental Association. Since then, the school's faculty, staff, and dentistry and dental hygiene students have traveled year-round to all regions of Indiana conducting dental examinations for children from low-income families. Using a forty-foot mobile clinic, the program has made over 1,200 visits to Title I schools (lowest income), community health centers, youth programs, Head Start programs, and homeless and domestic violence shelters. To date the program has cared for nearly 25,000 children from low-income families, over half of whom had untreated dental disease. Seal Indiana has placed over 30,000 dental sealants on permanent molars and provided over 15,000 fluoride varnish treatments. In addition, the Indianapolis campus dental clinic sees a patient population of over 29,000, including more than 110,000 patient visits per year.

*Building Health Capacity in Communities.* In 2006-07, the IU School of Nursing continued substantive involvement in several community initiatives such as the Maternity Outreach and Mobilization project, Institute for Action Research in the Community, and the Healthy Families Projects. In 2008, the "MOM mobile," which provides prenatal services for women in underserved areas, was transferred to the Department of OBGYN at Wishard Hospital. In a similar case of community capacity-building, the MOM project "Healthy Families Home Visiting Program" was successfully transitioned to new administration by The Villages of Indiana, an agency that provides an array of children's services.

Moving beyond provision of healthcare to nearby constituents, several years ago the School of Medicine expanded its outreach to improve public health awareness and health education with "Sound Medicine," a thirty-minute weekly radio program produced in partnership with WFYI Public Radio in Indianapolis. Due in part to its carefully researched programming drawing on leading experts from universities and hospitals across the country, the program is now distributed to public radio stations nationally and is available online and via iTunes podcast. A specially targeted media outreach project has been developed by pediatric residents, reaching out to Indianapolis' growing Hispanic population with a call-in show, *Preguntale al Pediatra* (Ask the Pediatrician), airing monthly on 107.1 FM Radio Latina. The program serves a dual purpose in providing accurate health care information to a growing underserved population in Indiana and serving as a tool to teach pediatric residents the importance of cultural sensitivity and use of media to promote community health.

### **Service Supporting Arts and Culture**

Since large cities have their own rich mix of performing arts organizations and museums, urban universities sometimes miss the opportunity to be a mainstay of their communities' cultural lives in ways taken for granted by colleges in smaller communities. The Indianapolis community does not "depend" on IUPUI for symphonic or choral music performances and art or science museum experiences. Nonetheless, there are niches to be filled, and IUPUI enriches and also benefits from the cultural vibrancy of the metropolitan area. The proximity of several fine art and historical museums, along with the world's largest children's museum, led to creation of

IUPUI's interdisciplinary Museum Studies program. Students have numerous opportunities for service learning and internships, and several of the program's faculty members hold special appointments as TRIP or Public Scholars. In Summer 2011, IUPUI partnered with the nearby Eiteljorg Museum of American Indian and Western Art to host the international meeting of the World Archeological Congress.

Even though IUPUI has no music performance major, students who major in music technology and therapy need performance opportunities to round out their studies, so IUPUI faculty and students contribute performances of guitar ensemble chamber music concerts, student and faculty recitals, and high-tech global performance using Internet2 resources. In fact, IUPUI music professor Scott Deal and the IUPUI Donald Tavel Arts and Technology Research Lab received a prestigious 2011 Internet2 Driving Exemplary Applications (IDEA) award for innovation for their work with the University of Virginia to create an interactive, multi-site, multi-dimensional opera. In addition, several years ago students at the School of Medicine formed an orchestra that provides free spring and fall concerts open to the general public. Orchestra membership has recently been expanded to include faculty, staff, and students from other IUPUI health professions schools.

What is today the IUPUI campus was once the suburb of a growing state capitol. The traces of past landscapes survive archaeologically; elders have rich memories of these neighborhoods; and a mountain of documents survives, awaiting thorough analysis. Throughout the first decade of this century, Ransom Place Archaeology conducted an [Archaeological and Historical Survey](#) of these neighborhoods to develop a systematic history of the space that is now occupied by IUPUI. This survey will provide reliable documentary information on these neighborhoods and help the community and university manage the heritage beneath campus. Ransom Place Archaeology is a cooperative project between IUPUI and the Ransom Place Neighborhood Association. The project uses archaeological excavations, oral historical research, and public interpretation to probe the complex confluence of African American culture, business and consumption, and race and racism in Indiana's capitol city. The IUPUI Archaeology Field School has conducted annual summer excavations in the near Westside on sites that included homes, businesses, and varied social institutions from the mid-nineteenth century onward.

At the Herron School of Art, the Basile Center for Art, Design and Public life allows Herron faculty and students to apply their talent and skills to serve the needs of the broader Indianapolis community. Basile Center projects help Herron function as a major contributor to civic development projects, including collaborations for the new Carmel Civic Center, Indy Parks, the Indianapolis Cultural Trail project, Marion County Circuit and Superior Courts, IndyGo Transportation, and others. Through painting, photography, print-making, sculpture, ceramics, and furniture design, Herron's civic work enables art to connect people to one another, transform public spaces, provoke ideas, engender aesthetic experience, and celebrate history.

Taking advantage of IUPUI's graphic design and new media expertise, in Fall 2010 students in an advanced Museum Studies course expanded the Wikipedia Saves Public Art project by documenting historic artworks in and around the Indiana State House. Honored by the Indiana General Assembly, the State House art project continued the work of students and faculty of the School of Liberal Arts and Herron School of Art and Design at IUPUI who developed and

launched the nation's first organized project to document public art information in Wikipedia. The earlier Wikipedia Saves Public Art project included documenting public art on the IUPUI campus.

In February 2011, IUPUI brought a different set of scholarly and creative resources to the metropolitan performing arts scene with the presentation of *Young Hamlet* in cooperation with the IndyFringe Theatre in downtown Indianapolis. Directed by Terri Bourus, associate professor of English drama in the School of Liberal Arts, the play is based on a rarely performed early script of Shakespeare's drama, first printed in 1603, several years before the final version. An equity actress and scholar, Dr. Bourus drew on her scholarly work as one of three general editors of the *New Oxford Shakespeare*. The play's production was the first by Hoosier Bard, a new IUPUI-based student theatre company. The *New Oxford Shakespeare* is a comprehensive, multimedia edition of Shakespeare's works that includes such treasures as alternative early versions of works like *Young Hamlet* and digital performance clips from film and stage versions of the plays.

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[sidebar: **Spirit & Place**// This distinctive series of events, which received the NUVO 1999 Cultural Vision Award and the 2001 Indiana Achievement Award, provides vital space for community reflection and action around the values that define us. As a signature civic engagement event of IUPUI, Spirit & Place creates unique programs that prompt citizens to think and act differently on behalf of their communities.

The festival now enlists over 100 partnering organizations in a multi-day smorgasbord of more than 40 programs, exhibits, and events organized around a central theme (2008: Exploring Imagination; 2009: Inspiring Places; 2010: Food for Thought; 2011: The Body).

Conceived as a broad-based community collaboration, with the Polis Center as managing partner, the festival attracts over 20,000 participants every year. Funded by partner fees, philanthropic gifts, and other income, Spirit & Place is self-supporting and managed by a full-time staff and an independent civic advisory board.]

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The Polis Center, a unit of the School of Liberal Arts, works with communities in Indiana and beyond to develop and apply knowledge, build collaborations, and find innovative solutions to common problems. The Polis Center excels in community-based research and advanced information technologies, especially geographic information systems (GIS). Working in partnership with other organizations, the Center addresses issues of mutual concern, and with its network of relationships, brings together disparate groups and interests to find common ground. Perhaps its most widely known project, however, is Spirit & Place, an annual civic festival begun in 1995 to use the insights of arts, religion, and the humanities to illuminate fundamental issues of civic importance and to build community through collaboration and dialogue.

From 2007 through 2011, the Indiana Nonprofit Capacity Building Conference has been co-hosted by the Solution Center, the SAVI community information system, Community Health Engagement Program, IUPUI Center on Philanthropy, Indiana Attorney General's Office, Indiana Grantmakers Alliance, and United Way of Central Indiana's Nonprofit Training Center.

The conference builds capacity of Indiana nonprofit organizations, presents new ideas and innovative strategies and provides networking opportunities. The event attracts more than 300 leaders in nonprofit organizations, government, and other institutions.

Cultural outreach in Columbus often occurs through the work of the University Library of Columbus, a unique collaboration of IUPUC, Ivy Tech Columbus, and Purdue College of Technology in Columbus. The library, located in the Columbus Learning Center, provides seamless services to students, staff, and faculty of all three institutions as well as to the general public. The librarians also provide programs and exhibits that are open to residents of the region. The IUPUC Diversity Council guides IUPUC's efforts to deepen cultural understanding for residents of South Central Indiana. In addition to outreach programming such as film series and diversity circles, as well as annual participation in Ethnic Expo and Martin Luther King, Jr. Day activities, the IUPUC Diversity Council supports an annual Excellence in Diversity Award to recognize internal and external contributions in support of equity, access, and understanding across cultural groups.

The IUPUI University Library is the only public research library for the citizens of central Indiana. Services are available to individual citizens, businesses, professional firms, and public agencies. One of the most technologically sophisticated facilities in North America, University Library has long been a leader in applying technology to library practice and access, leading innovation in digital content. The library works with a variety of central Indiana cultural heritage organizations to produce digital collections that document the history and culture of Indianapolis and Indiana. For example, a recent collaboration with Conner Prairie Interactive History Park resulted in the creation of the first comprehensive three-dimensional (3-D) digital online repository exhibiting the museum's historical clothing and accessories. Made possible by a grant from the U.S. Institute of Museum and Library Services, the project includes over 100 3-D images of original and replicated textiles; a re-enactment video; a chronology of American fashion from 1795 to 1910; and downloadable K-12 cultural diversity and social studies learning activities, plus a resource bibliography. The museum's collection had previously been available only to scholars and researchers. The library has also digitized Conner Prairie's collection of quilts, coverlets and samplers and is creating a 3-D online collection of the museum's traditional craft collection featuring pottery making, arms making and blacksmithing, including over 80 artifacts, educational materials and videos, and K-12 lesson plans.

### **Collaboration for Economic Development**

IUPUI maintains an important role in economic development, particularly in central Indiana but also across the state. Though certainly not alone in this regard, IUPUI's geographic presence as the state's urban public university enables it to assume significant responsibilities in such areas as business planning, inter-organizational programs to improve business climate, and centers for business and entrepreneurial assistance. Already noted is IUPUI's economic impact as one of the largest employers (and purchasers and contractors) in the metropolitan area. IUPUI's Translating Research into Practice (TRIP) program and numerous centers and institutes contribute directly to technology transfer and enhancing the economic climate. As described in section 5c above, our focus on 21<sup>st</sup> century interdisciplinary degree programs, as well as on cutting-edge and high-need graduate and professional programs, is particularly important since such a large percentage of



IUPUI graduates stay in the region or state after graduation. IUPUI's additions to the cultural milieu also help foster a climate attractive to "creative class" workers to improve quality of life and help the region thrive.

Chapter 4 discusses how IUPUI faculty and staff research has led to new business creation. IUPUI engages in economic development with the same collaborative approach we bring to engagement with other stakeholders. IUPUI centers and departments partner with several important economic development organizations like BioCrossroads, TechPoint, Conexus, the new Indiana Automotive Council, and the Central Indiana Corporate Partnership as well as the Indiana Economic Development Corporation. Leaders of these organizations also serve on many of the campus- and school-level advisory boards. These collaborations inform and support our efforts to identify areas of focus and measure progress against collectively established targets.

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[text box: "The IMPACT campaign is strengthening the campus's deep and longstanding involvement in the community and bringing more talent and research dollars to our state, contributing to Indiana's economy. We are developing academic programs and research that address the educational and economic development needs of our partner—Indianapolis—our state, and our nation." //Chancellor Charles Bantz, 2011 State of the Campus Address]

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Indiana has concentrated attention and resources in the sectors of health and life sciences, advanced manufacturing, information technology, and logistics. Over the past decade, the list has expanded to encompass energy, motorsports, and national security. These additions are reflected in development of new degree and certificate programs at IUPUI (e.g., certificate in Sustainability, bachelor's and master's engineering programs with concentration in Energy Management, master's in Criminal Justice and Public Safety, bachelor's in Motorsports Engineering) as well as specialized centers. For example, the recently established Industrial Assessment Center, funded by the US Department of Energy, is one of only 24 in the nation and the only such center in Indiana. The IAC trains engineering students by performing free energy assessments at small- and medium-sized manufacturing companies for improving energy efficiency.

As an urban health and life sciences campus, IUPUI contributes substantially to growth of the state's \$44 billion life sciences sector. The presence at IUPUI of Indiana University's renowned Global Network Operations Center for international technology networks adds an important anchor and expertise for state IT infrastructure, which is enhanced by the Global NOC's operation of the statewide fiber network linking all Indiana colleges and universities to advanced networks such as Internet2. In several partnerships with Purdue and IU Bloomington experts in information technology security, IUPUI contributes faculty resources from the Schools of Law and Informatics to advance development of the state's information technology business cluster and national cybersecurity. IUPUI expertise in health informatics has fostered bridges between life sciences and technology, giving Indiana a leadership position in the field of uses of IT in health care. Both the Kelley School of Business and various departments within the School of Engineering and Technology have contributed knowledge and resources to the remaining major state economic development areas of logistics and advanced manufacturing.

Other economic development projects are more locally targeted. For example, in 2012 the School of Engineering and Technology received a grant to launch a project aimed at revitalizing the Riverside neighborhood north of the IUPUI campus. The partnership with the Riverside Civic League will launch the Riverside Watershed Environmental Living Lab for Sustainability (RWELLS). The goal is to improve quality of life and public health in this water-bounded section of the city by creating jobs through entrepreneurship in sustainability. The IUPUI Solution Center is providing a Community Venture Fund grant, matched by funds from an industrial advisory group of small businesses in environmental and sustainability services. IUPUI students will gather key data and help develop a strategic plan for RWELLS.

***Core Component 5d: Internal and external constituencies value the services the organization provides.***

IUPUI engages in numerous methods of determining value for the services it provides, from formal surveys of attitude to examination of participation data to various forms of communication with key constituents, returning feedback in a loop to analyze capacity, secure new resources, improve existing services, and/or address newly identified issues.

**Value of Services to Internal Constituents**

As described in Chapter 2, IUPUI regularly assesses the value of all of our primary services, including opportunities for engagement and service, to internal constituents—students, faculty, staff, and alumni. To avoid survey fatigue, Information Management and Institutional Research (IMIR) follows a complex rotation schedule to survey student satisfaction in alternate years with faculty, staff, and alumni satisfaction. Schools and other academic and administrative units also periodically survey their students and alumni about the value of their programs and academic services such as advising and career counseling. Survey results are reported widely to institutional communities and made available on the IMIR web site. These surveys typically also seek to learn about the degree to which these internal constituents value the services IUPUI offers to external stakeholders. The results consistently attest to the importance of civic engagement and service to our internal constituents.

The IUPUI Student Satisfaction and Priorities Survey collects representative data about students' satisfaction with their experiences at IUPUI, the Principles of Undergraduate Learning (PULs), IUPUI's climate for diversity, student employment, and participation in opportunities associated with the RISE initiative. In Spring 2010, 6,103 students enrolled in classes at the Indianapolis campus for both Fall 2009 and Spring 2010 semesters were invited via email to participate in the survey, with a 22 percent response rate of 1,365 students. Eighty-five percent of respondents indicated that they were very satisfied or satisfied with their academic experiences at IUPUI. About one half reported similar satisfaction with their social experiences. Fifty-nine percent of respondents indicated that they had participated in community service or volunteer work; an additional 21 percent reported that they planned to do so. Approximately 66 percent of respondents reported that opportunities to participate in community service were very important or important.

Similarly, the latest survey of IUPUI recent alumni (undergraduate and graduate/professional), conducted in Fall 2011, documents their perceptions of the benefits of their preparation for community involvement. At least eight of ten respondents at each degree level responded that they were satisfied or very satisfied with their opportunities to engage in community service while at IUPUI. The extent of alumni engagement with their communities varied considerably with level of education, from 69 percent of associate degree holders to 91 percent of those with doctorates. Of particular interest, between 20 and 26 percent of those active reported that their educational activities at IUPUI contributed quite a bit or very much to their current involvement, while 26 to 54 percent indicated “some” impact.

The staff surveys focus largely on satisfaction with conditions of employment like benefits, physical working conditions, climate for diversity, managerial fairness and flexibility, and training opportunities, with detailed reporting according to job classification, age, various minority categories, and levels of education so that individual units can follow up to make improvements that may be suggested by the data. Most of these areas are addressed in Chapters 2 and 4. Of relevance here is that 77 percent of the 2009 staff survey respondents indicated that their unit has good working relationships with organizations external to the university, and 91 percent perceived the reputation of IUPUI in Indianapolis to be good or excellent.

According to faculty surveys, attitudes regarding community/civic engagement reflect strong continuing support for the importance of this aspect of the IUPUI mission (see Table 5.2).

**Table 5.2 Faculty Survey Results Related to Community/Civic Engagement**

	<b>2005</b>	<b>2009</b>
Preparing students for responsible citizenship should be an integral part of the undergraduate experience: % Agree or Strongly Agree	90%	86%
Faculty in my discipline have a professional obligation to apply their knowledge to problems in society: % Agree or Strongly Agree	87%	80%
IUPUI has a responsibility to contribute to the economic development of our community: % Agree or Strongly Agree	80%	79%
The university should facilitate student involvement in community service as part of the undergraduate learning experience: % Agree or Strongly Agree	78%	78%
Devoting professional or academic experience to the community is valued highly in my department or program: % Agree or Strongly Agree	61%	70%
There is a high level of commitment on this campus to civic engagement as an integral part of IUPUI culture: % Agree or Strongly Agree	55%	75%
There is a high level of commitment in my department or program to promoting the civic engagement of faculty: % Agree or Strongly Agree	41%	66%

### **Institutional Rewards for Engagement and Service**

IUPUI’s approach to faculty roles and rewards to support civic engagement can be seen in infrastructure to support civic engagement (described in section 5b); policies for retention, promotion, and tenure; and awards. Numerous student scholarships and awards encourage and reward participation in various forms of engaged learning. A major award for appointed staff recognizes contributions specific to serving IUPUI’s communities.

IUPUI recognizes faculty excellence in civic engagement through several awards and recognitions. The campus annually recognizes an individual faculty member with the Chancellor’s “Faculty Award for Excellence in Civic Engagement.” The faculty members receiving this award exemplify high standards of civic engagement, professional service, or service learning, and have documented records of achievement that include peer review, student evaluations, assessments from community organization representatives, and evidence of scholarly research, publication, or presentations developed from their professional service to the community and other forms of civic engagement. Records demonstrating a sustained commitment to community development through effective partnerships are expected, as is evidence of the faculty member’s continued growth and development as a teacher, researcher, and scholar. In addition, to be eligible for the highest campus-level faculty distinction, the Chancellor’s Professor title, which may be awarded annually to up to three faculty members, faculty must have “a career-long record of high-level achievement in all three areas of faculty work (teaching, research/creative works, and civic engagement) and a demonstrated commitment to the mission of the campus.”

IUPUI rewards Excellence in Service in its structures for promotion and tenure (see Table 5.3), parallel to the areas of Excellence in Teaching and Learning and Excellence in Research and Creative Activity. Though economic pressures are driving needs for increased research grants and philanthropic giving, tilting proportions away from service toward research, the percentage of faculty being approved for promotion or tenure in the service category continues at more than one-fourth of the total.

**Table 5.3 IUPUI Faculty Approved for Promotion/Tenure with Excellence Related to Service**

	<b>Excellence in Service</b>	<b>Service and Teaching &amp;/or Research</b>	<b>Total with Service</b>	<b>Total Approved</b>	<b>Service as a % of Total</b>
2001-02	20	13	33	87	38%
2004-05	19	17	36	74	49%
2007-08	35	3	38	114	33%
2010-11	23	NA	24	85	28%

Student scholarships and high-profile student awards underscore the value IUPUI places on engagement and service. For example, in 2009-10 the Center for Service and Learning awarded 395 scholarships (\$607,399) through the Sam H. Jones Community Service Scholarship Program. These included 159 scholarships to students to serve as Service Learning Assistants who support faculty in conducting community-based research projects and in teaching service learning courses. These student scholarship recipients alone provided an estimated 47,598 hours of service to Indianapolis and the IUPUI community.

Commitment to service is also a hallmark of IUPUI Honors Scholars, with three highly competitive scholarship programs providing financial support for outstanding students. The Bepko Scholars and Fellows program has since 2004 supported 150 Honors students who demonstrate a special commitment to service. The Herbert Presidential Scholarship supports IU students with both exceptional academic records and strong leadership skills through school and

community service, with 15 Herbert Scholars entering IUPUI in Fall 2011. The Plater International Scholarship Program annually supports eight to ten Honors Scholars who engage actively with cross-cultural programming on and off campus.

Students from all IUPUI schools may be nominated for the William M. Plater Civic Engagement Medallion, awarded annually to graduating students who have engaged in activities demonstrating breadth and diversity of commitment in serving their communities with a depth of investment in at least one community experience over time. The number of students recognized has varied each year, from 10 to 24, according to the quality of those nominated in a given year.

The IUPUI Staff Council annually awards a Nan S. Bohan Community Engagement Award to a staff member who has shown extraordinary community service in support of the IUPUI civic engagement mission. Award recipients are publicly honored each spring at the Chancellor's Honors Convocation, and their accomplishments are featured in campus and school print and electronic publications.

We do not, of course, value only "our own." The Chancellor's Community Award for Excellence in Civic Engagement annually recognizes a community organization that has engaged in an IUPUI partnership resulting in documented positive influences to the organization, to IUPUI, and to the community. The first award, in 2004, went to a long-standing partner, the Westside Cooperative Organization (WESCO). In other years, recipients included the Protective Order Pro Bono Project of Greater Indianapolis, Peace Learning Center, George Washington Community School, and the Community Dental Clinic of LaGrange County.

### **The Value of IUPUI Engagement and Service to External Constituents**

To determine how highly external constituents value our services, we use a variety of direct and indirect methods. Some, such as Solution Center and CSL surveys of partner organizations, are focused directly on particular initiatives. Others are grounded in our continuing communication with long-term partners via advisory boards, the Talent Alliance, WESCO, and other established relationships. The fact that so many partners have worked with us for so many years in increasingly varied ways attests to the value that they place on these partnerships. For example, the Office of the Mayor of Indianapolis has worked with the School of Public and Environmental Affairs and other IUPUI units to create meaningful student internship projects that provide authentic public-policy experience for students. The WESCO relationship is thriving after 15 years, and our work with community schools has expanded steadily over the past decade.

*Surveys and Conversations.* We involve those we serve—partner organizations and direct service recipients—as we evaluate specific projects and continuing programs. For example, the Solution Center worked with IUPUI Human Resources in 2011 to evaluate customer satisfaction as part of the university's "Service with Distinction" initiative. External partners (101 respondents) evaluated the Solution Center on several criteria, giving high marks to SC staff's courteousness (87 percent in agreement), respectfulness (86 percent in agreement), and accountability, communication skills, and knowledge (all showing 82 percent in agreement). Also in 2011, the IUPUI Solution Center collaborated with the Center for Survey Research at IUPUI to survey 415 community partners, students, and faculty about the impact of Solution Center work. Results

showed that 93 percent of responding partners believed their organizations benefited from their experience in partnering with the Center, while 92 percent reported that their IUPUI interns, project participants, and researchers enabled their organizations to better achieve their missions and goals. Among students responding, 81 percent were satisfied with their ability to put their education into practice, and 90 percent indicated that the community-based work was challenging and stimulating. Of faculty who responded, 92 percent reported that they benefited from the experience, and 96 percent indicated their students benefited. An earlier study of the Solution Center's economic impact for the period 2004-06, conducted in collaboration with the Center for Urban Policy and the Environment, estimated total economic impact of \$4.5 million, public benefit impact of time spent on projects at \$11.8 million, and at least 60 new jobs created.

Similarly, in August 2011 the Center for Service and Learning surveyed 27 representative community organizations about their relationship with CSL as a whole as well as aspects of the specific programs with which they have been involved. Nearly three-quarters of the organizations had been working with CSL for more than three years. Most (77 percent) believed that their relationship with CSL had been mutually beneficial, and two-thirds indicated that they had made additional contacts with IUPUI faculty, students, or staff. Of those engaged with campus-wide service events, 80 percent reported that it was beneficial or very beneficial to have a student leader available to coordinate the volunteers' work. Among organizations hosting the America Reads\*America Counts program, all rated the effectiveness of the tutoring offered to their students at four or five on a five-point scale. Similarly, 92 percent of respondents who employed Community Work-Study students gave ratings of four or five to the reliability of the students as well as the quality of communications between the agency and IUPUI staff. They reported that they enjoyed the opportunity to mentor and help work-study students grow, and affirmed that they benefited from the flexibility to stretch budget dollars and provide additional staff to support their own projects.

Schools like Nursing, Education, and Social Work with extensive practicum or clinical requirements not only involve field supervisors in assessing individual student performance but also solicit feedback about how to improve their programs. These results are regularly reported in annual school assessment reports, particularly when faculty undertake curricular improvements based on supervisor feedback.

*External Awards and Other Recognitions.* Finally, IUPUI and its faculty, staff, and students receive many forms of external appreciation and validation for engagement and service. Some, such as awards and honors, directly reward particular achievement. Others are more indirect but nonetheless express the value of our collective accomplishments.

For example, philanthropic giving both attests to and benefits from IUPUI's increasingly strong local and national reputation: major donors are willing to invest more often and with larger gifts because they have confidence that their investments will be effectively used. The adage "nothing succeeds like success" is as true in philanthropy as in other sectors; donors are more likely to entrust large contributions to those they perceive as capable of vision and success. Before our last fund-raising venture, we were advised we could not expect to raise more than \$350 million in a new campaign; by its conclusion in 2004, we had raised three times that amount. And as soon as the intervening billion-dollar Indiana University Bloomington campaign was

successfully completed, in October 2010 IUPUI announced the IUPUI IMPACT campaign with a goal of \$1.25 billion by 2013. In October 2011, President McRobbie and Chancellor Bantz announced that IUPUI had collected \$1.1 billion from more than 86,000 donors well ahead of schedule and despite the lingering recession. We are extremely grateful, not simply for the increased capacity these contributions generate but for the confidence they express.

Another indirect expression of how the community values our work is that residents of Central Indiana take advantage of our facilities and public events. The award-winning IUPUI Campus Center opened in January 2008 to meet the high demand for campus meeting and gathering space. Its mission is to complement the academic mission of IUPUI and enhance the campus community in service, partnership, and collaboration with students, faculty, staff, and the greater Indianapolis community. By its second year of operation, its attractive, flexible facilities were becoming known in Central Indiana. That year, 91 bookings came from non-university constituents, many of whom were taking advantage of a new moderately priced tier created for non-profit organizations. As shown in Table 5.4, attendance saw a similar jump.

**Table 5.4 Campus Center Utilization**

Host	2008-09		2009-10	
	Bookings	Attendance	Bookings	Attendance
University Units	3,281	142,427	3,121	139,380
Non-University/External	17	312	91	6,145
Student Organizations	3,442	97,731	3,345	103,029

Despite its distance from the downtown complex of hotels near the Indianapolis Convention Center, the University Place Conference Center has carved a special niche for conferences and corporate training events that require full-service technology and meeting facilities. Its facilities also lend themselves well to a variety of public events like debates among political candidates and lectures by visiting scholars or researchers on topics of broad interest. In 2010-11, the Conference Center reported hosting more than 80 such events during recent years, attracting more than 6,250 attendees.

The IUPUI Sport Complex, situated between the IUPUI campus and White River State Park, is one of the premier instruction, recreation, and competition facilities in the country. For the past quarter-century, the Sport Complex has served community needs on a daily basis through aquatic programs and memberships as well as by frequently hosting local and regional track, soccer, and swimming events. The IU Natatorium has hosted numerous national, regional, and local swimming and diving competitions and events, including U.S. Olympic Team Trials, Indiana High School Athletic Association Boys and Girls State Swimming Championships, Speedo Champions Series, and U.S. Masters National Championships. Such events are well attended by members of the general public as well as those associated with the various competitions.

These indirect expressions of the value of IUPUI for external constituents may simply be taken for granted by many institutions, particularly those who serve as the primary cultural venue in their communities. IUPUI, of course, is only one part, albeit an increasing presence, of a vibrant downtown cultural, business, and governmental center. Some at IUPUI can recall, however, a time in the campus's first two decades when people were afraid to come to campus at night

because of worries about crime. Campus leaders and staff have worked hard with community partners and city leaders to overcome that legacy, and these evidences of acceptance are all the more important to us today as we have so much more to offer members of the community. IUPUI is also proud to be a partner with the Central Indiana Community Foundation, the City of Indianapolis, and others in developing the new Indianapolis Cultural Trail, which includes IUPUI and which has created bicycle and pedestrian paths linking key neighborhood, shopping, cultural, and entertainment spaces in the heart of the city. The Cultural Trail is especially notable for extensive use of stunning public art, to which Herron faculty and students are contributing as both jurors and creators.

In Columbus, IUPUC provides space for community activities, including training sessions and seminars for organizations such as the Alzheimer's Association, the Columbus Area Multi-Ethnic Organization (CAMEO), and the Columbus Area Career Connection. IUPUC also offers continuing education for professionals through the Center for Teaching and Learning and the Office of Executive Education.

Every year dozens of faculty and staff receive prestigious awards and other recognition from national professional organizations in appreciation of their contributions. Schools and administrative units typically include lengthy lists of such honors in their year-end reports, in addition to circulating media releases about those which may be most meaningful to general audiences. These recognitions include election to national or international office (e.g., Dr. Judith Halstead's election as president of the National League of Nursing), awards for special achievement (e.g., Dr. Bryan Schneider's receipt of the 2011 Advanced Clinical Research Award in Breast Cancer from the American Society of Clinical Oncology), career awards for professional service (e.g., Dr. Amanda Cecil's selection as 2012 Educator of the Year by the Professional Convention Management Association), or special recognition for promise (e.g., Maggie Stimming's receipt of the 2010 Work-Life Rising Star Recognition from the national Alliance for Work-Life Programs).

Many of our students have achieved similar kinds of recognition for their work with student disciplinary organizations. For instance, an IUPUI Journalism student was recently awarded the national Julie Galvan Outstanding Graduate in Journalism Award by the Society of Professional Journalists (SPJ). The award is based not only on academic accomplishment but also community service, proficiency in practical journalism, and service to the SPJ local and national student organizations.

Individual faculty and staff also contribute their professional expertise and other talents to a range of community organizations and receive many individual awards and recognitions attesting to appreciation for their work. Sometimes, the value takes the form of an honor, such as the recent appointment by the Indiana Arts Commission of Dr. Karen Kovacik to a two-year term as Indiana Poet Laureate. In other cases, an official appointment is based on a record of civic service, for example Governor Daniels' appointment of John Krauss, director of the Center on Urban Policy and the Environment, to serve on the Indiana Education Employment Relations Board. Many awards are national, like the 2011 recognition given to Dr. Kevin Mickey by the Federal Emergency Management Agency for Best Adaptation/Use in Education of a FEMA educational program. Often awards are local or state-based, such as the selection of Samuel



Odle, IU Health Executive Vice President, by the Greater Indianapolis Progress Committee to receive the 2011 Charles L. Whistler Award, a prestigious local award given to individuals who, outside the regular duties of their profession, have brought public and private sectors together for civic improvement.

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[page-length sidebar: **Partnership for Child Welfare Education and Training**// According to Indiana Governor Mitch Daniels, the IU School of Social Work and the Indiana Department of Child Services have created an extraordinary partnership with incalculable benefits to the life-and-death mission of protecting the state's most vulnerable children. Daniels spoke at the annual IUPUI Spirit of Philanthropy ceremony in April 2011 to honor Judge James Payne, DCS director, and the school.

As Daniels summarized the story, in 2005, by every account Indiana's child protective system was the worst in the country. The Indianapolis newspaper had won awards for its scathing series about the failures of the system. As Daniels came into office in 2005, the state was nearing bankruptcy, but public leaders agreed the problem could not wait. On his first day in office, Daniels created the Department of Child Services by executive order and launched the Partnership for Child Welfare Education and Training to create a new practice model attuned to the realities of modern family life.

The School of Social Work put together a program that has now retrained all employees already in place and trained hundreds of new employees. The partnership provides BSW students with preparation for employment as family case managers; it allows DCS employees to enroll in the part-time MSW program; and it provides state-of-the-art training to current DCS employees. The partnership has become recognized nationally for its success—for its joint collaborative operation and the upward mobility of its graduates.

Calling it a classic “worst to first” project, Governor Daniels stated “It is the single best example I know of, of close collaboration between people in public service and the great university assets we have in this state.”]

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Sometimes an ad hoc tribute or testimonial can carry the impact of a more formal award (see the sidebar on the School of Social Work), embracing not only the work of individual faculty and staff but major projects which they have launched or led. In this way, more individuals who have contributed to these projects can feel included in the expression of appreciation and encouraged to continue their efforts. In other cases, awards come from within a discipline for exemplary work related to the profession. In 2012, for example, the National Children's Oral Health Foundation named the IU School of Dentistry its “Affiliate of the Year” for the school's ongoing work to prevent oral disease in children, especially those from vulnerable populations.

There are few local awards for engagement and service at the organizational level. Certain expressions of appreciation, such as annual recognitions from the United Way of Indiana, serve to encourage members of the IUPUI community to continue our leadership in giving and volunteer service. In 2002 and again in 2006, IUPUI received a Mayor's Celebration of Diversity Award recognizing visionary leadership and development in holistic inclusiveness. IUPUI has,

however, achieved national and international recognition for our service in developing new ways for educational institutions to engage with their communities. These honors by our peers in education and public policy not only encourage our faculty and staff in their work but also help us recruit new faculty, staff, and students interested in pursuing their teaching and learning, their research and creative work, and their professional efforts in the context of civic engagement and service. We feel pride when our colleagues and students are thus honored, and we make sure to spread that good news through news releases that weekly, sometimes daily, reinforce public understanding of IUPUI as a source of partners, a place where people engage meaningfully in and with our communities.

## **Strengths and Challenges**

### **Strengths**

- Civic engagement is explicitly included in IUPUI's mission documents and, through numerous overlaps, serves to enhance the other two major planning themes, teaching and learning and research and creative activity.
- Our strong commitment to service and engagement has led us to develop infrastructure, invest resources, support engaged research, conduct scholarship on service and civic engagement, promote educational practice and programs to prepare civic-minded graduates, assess student and institutional service outcomes, and communicate this identity to the public.
- We maintain a strong network of connections and relationships that continues to generate new partnerships. These relationship patterns characterize both the Indianapolis and Columbus campuses. The long-standing Columbus Community Education Coalition, in which IUPUC participates actively, engages business, civic, and educational leaders in working together to strengthen educational and cultural opportunity.
- The IUPUI Academic Plan and RISE to the Challenge initiative explicitly foster engagement in and through both the curriculum and co-curriculum.
- IUPUI's financial system of Responsibility Center Management provides a strong financial base and planning processes that allow units to support new initiatives to address community opportunities.
- IUPUI has developed and continues to strengthen a culture of collaboration that enhances our ability to engage community partners systemically in addressing mutually identified issues.

### **Challenges**

- The diffusion of our engagement activities makes holistic assessment challenging. We can and do assess particular aspects of engagement, such as service learning growth over time, the civic-mindedness of our graduates, and the effectiveness of specific projects and centers. We have implemented a new online repository for faculty annual reports that we expect will help to document faculty civic engagement achievements. The overall, cumulative benefit is far harder, if not impossible, to discern.

- Similarly, we continue to seek increasingly effective and systematic ways to gather and communicate information about community needs and interests discovered through our numerous partnerships and community conversations. So far, we have had no lack of projects worth pursuing because our leadership units—the Center for Service and Learning and the Solution Center—communicate widely and our collaborative culture encourages peer-to-peer exchange among colleagues. Nevertheless, as we consider how IUPUI can move to a higher level of engagement and service, we will need to find ways to amplify our effectiveness.
- Though we have made progress over the past decade, we recognize that we will need to continue to work toward more consistent infusion of civically engaged pedagogies across all units and throughout undergraduate and graduate curricula.
- Like many universities, IUPUI is faced with shifting financial dynamics of declining state support, a corresponding need for substantially increased research and philanthropic funding, and closer state scrutiny of all university expenditures. Accordingly, many faculty feel pressured to focus on research that attracts large government and corporate research grants. When choosing among the three primary areas for promotion and tenure consideration, fewer faculty choose Professional Service alone (though that percentage is still higher than at most research institutions).
- Financially driven university centralization of selected support services means a period of adjustment for all. IUPUI faculty and staff are educating central administrators about IUPUI's unique approaches to engaged partnerships. Misunderstandings about the problems caused by delays in securing approvals to form partnerships and the perceived reduced attention to sustaining IUPUI's public reputation as an engaged source of expertise and support—these and other unexpected barriers will create challenges over the next year or two as we learn new ways of using IU's resources responsibly while continuing to accomplish IUPUI's specific tasks effectively.

**[Note: Appendix material is still being assembled for all chapters; included here are items flagged to date for Chapter 3. These will be incorporated as linked documents where appropriate.]**

### **Appendix: Evidence that Needs to be Included for Criterion 3**

The writing team will have to work directly with IMIR to obtain originals of the reports listed below. IMIR supplied PDFs. Hence, the format could not be easily be integrated into the outline for Criterion 3.

- 1) Direct Assessment of Student Learning Reports. The most recent aggregate report on the PUL evaluation. Gary Pike presented these reports during the PRAC meeting on August 24. Please work directly with IMIR to obtain the originals of these reports so that they can be included in the self-study:  
[http://www.planning.iupui.edu/assessment/SLO/PUL\\_report\\_400-level\\_all\\_schools\\_combined.pdf](http://www.planning.iupui.edu/assessment/SLO/PUL_report_400-level_all_schools_combined.pdf)
- 2) Indirect Assessment of Student Learning Reports: Continuing Student Satisfaction and Priorities Survey , NSSE, and Faculty Survey items mapped to PULs and measured over time:  
[http://www.planning.iupui.edu/assessment/SLO/Indirect\\_PUL\\_Assessment\\_%28Undergraduate%20Student%20Ratings%29.pdf](http://www.planning.iupui.edu/assessment/SLO/Indirect_PUL_Assessment_%28Undergraduate%20Student%20Ratings%29.pdf) (IUPUI Graduate and Professional Survey, 2008)
- 3) Transparency of Assessment Findings. It is important for the review team to see how we are making our assessment of student learning transparent to internal and external stakeholders.  
<http://www.learningoutcomeassessment.org/TransparencyFramework.htm>.  
<http://www.planning.iupui.edu/assessment/>
- 4) Indirect evidence of effective partnerships between academic advising support units and academic units in supporting student learning - 2011 Advising Survey Summary Report and departmental reports:  
[http://imir.iupui.edu/surveys/reports/default.aspx/STU/STU\\_ADV/67/3/2011](http://imir.iupui.edu/surveys/reports/default.aspx/STU/STU_ADV/67/3/2011)

## Appendix A

### Summary Table of Faculty Ratings of Student Performance on the PULs of Major Emphasis in 400-level Courses

IUPUI Faculty Ratings of Student Performance on PULs with Major Emphasis (400 Level Courses) <sup>1</sup>

PUL – Major Emphasis	Mean <sup>3</sup>	Not Effective	Somewhat Effective	Effective	Very Effective	Total
1A. Written, Oral, & Visual Communication Skills	783 3.24	38 4.9%	89 11.4%	302 38.6%	354 45.2%	783 100%
1B. Quantitative Skills	454 3.38	13 2.9%	50 11.0%	141 31.1%	250 55.1%	454 100%
1C. Information Resource Skills	104 3.16	7 6.7%	16 15.4%	34 32.7%	47 45.2%	104 100%
2. Critical Thinking	942 3.23	49 5.2%	94 10.0%	389 41.3%	410 43.5%	942 100%
3. Integration and Application of Knowledge	2911 3.42	79 2.7%	161 5.5%	1134 39.0%	1537 52.8%	2911 100%
4. Intellectual Depth, Breadth, and Adaptiveness	1203 3.46	24 2.0%	100 8.3%	374 31.1%	705 58.6%	1203 100%
5. Understanding Society and Culture	784 3.43	34 4.3%	77 9.8%	187 23.9%	486 62.0%	784 100%
6. Values and Ethics	445 3.44	8 1.8%	25 5.6%	175 39.3%	237 53.3%	445 100%
Total <sup>2</sup>	7626 3.38	252 3.3%	612 8.0%	2736 35.9%	4026 52.8%	7626 100%

<sup>1</sup> Includes Columbus

<sup>2</sup> Combined number of student ratings in all 400-level courses sampled in Spring 2010, Fall 2010, and Spring 2011. A student may be evaluated more than once if he or she is taking more than one 400-level course.

<sup>3</sup> Scale: 1 = "Not Effective", 2 = "Somewhat Effective", 3 = "Effective", 4 = "Very Effective"

## Appendix B

### IUPUC and IUPUI Undergraduate Student Self Ratings of Effectiveness on the Principles of Undergraduate Learning Scales.

#### IUPUC Undergraduate Student Self Ratings of Effectiveness on the Principles of Undergraduate Learning Scales

School	Written, Oral & Visual Skills	Quantitative Skills	Information Resources and Technology Skills	Critical Thinking	Integration and Application of Knowledge	Intellectual Depth, Breadth, and Adaptiveness	Understanding Society and Culture	Values and Ethics
IUPUC	3.44	3.35	3.21	3.35	3.34	3.41	3.41	3.44
School of Business	3.38	3.26	3.16	3.40	3.32	3.33	3.35	3.38
School of Education	3.39	3.34	3.14	3.32	3.26	3.28 *	3.35	3.41
School of Nursing	3.68 *	3.63 *	3.34 *	3.50 *	3.50 *	3.70 *	3.62 *	3.60 *

<sup>1</sup> Mean combined student self ratings of effectiveness from Spring 2011 IUPUC Continuing Student Satisfaction and Priorities Survey.

<sup>2</sup> Students were asked, "choose a number from 1 to 5 to rate your current ability level for each item" using a 5-point scale in which 1 = low, 3 = medium, 5 = high; recalibrated to 4 point scale.

\* Effect Size between mean for this school and IUPUC is greater than or equal to 0.2.

#### IUPUI Undergraduate Student Self Ratings of Effectiveness on the Principles of Undergraduate Learning Scales

School	Written, Oral & Visual Skills	Quantitative Skills	Information Resources and Technology Skills	Critical Thinking	Integration and Application of Knowledge	Intellectual Depth, Breadth, and Adaptiveness	Understanding Society and Culture	Values and Ethics
IUPUI	3.41	2.98	3.40	3.34	3.25	3.26	3.43	3.42
Kelley School of Business	3.37	3.20 *	3.41	3.36	3.24	3.20	3.46	3.35
School of Education	3.32	2.76 *	3.36	3.27	3.29	3.21	3.41	3.43
School of Engineering and Technology	3.36	3.18 *	3.33	3.31	3.15	3.16	3.28 *	3.29 *
Herron School of Art	3.45	2.55 *	3.44	3.49 *	3.26	3.33	3.47	3.61 *
School of Informatics	3.40	2.90	3.52 *	3.36	3.12 *	3.21	3.41	3.55 *
School of Liberal Arts	3.49	2.79 *	3.47	3.38	3.26	3.28	3.47	3.53
School of Medicine	3.46	3.24 *	3.40	3.24	3.40 *	3.35	3.50	3.48
School of Nursing	3.60 *	3.28 *	3.47	3.45	3.45 *	3.40 *	3.49	3.48
School of Physical Education and Tourism Management	3.31	2.81 *	3.28 *	3.31	3.26	3.23	3.41	3.26 *
School of Science	3.34	3.08	3.41	3.27	3.20	3.27	3.42	3.33
School of Continuing Studies	3.45	2.82 *	3.35	3.36	3.28	3.33	3.47	3.57 *
School of Public and Environmental Affairs	3.25 *	2.88	3.40	3.26	3.23	3.21	3.32 *	3.37
School of Social Work	3.53 *	2.79 *	3.43	3.40	3.33	3.29	3.54 *	3.59 *

<sup>1</sup> Mean combined student self ratings of effectiveness from Spring 2010 and Spring 2011 IUPUI Continuing Student Satisfaction and Priorities Survey.

<sup>2</sup> Students were asked, "indicate how effectively you can perform each of these skills" using the scale 1 = Not at all effective, 2=Somewhat effective, 3=Effective, 4=Very effective.

\* Effect Size between mean for this school and IUPUI mean is equal to or greater than 0.2.

**Appendix C**  
**IUPUI Programs with External Accreditations**

## Appendix D

### Examples of IUPUI Faculty Publications Related to Teaching and Learning

Allen JR, Buckingham JE, Roper RJ, Marrs KA. (2010). How Middle School Students Come Face to Face with Down Syndrome Research. *Science Scope*, 33:20-25.

Ashburn-Nardo, L., & Smith, J. S. (2008). Black college students' extropunitive and intropunitive responses to prejudice: Implications for concrete attitudes toward school in a predominantly White institution. *Journal of Black Psychology*, 34, 479-493.

Baker, C.M., McDaniel, A.M., Pesut, D.J. and Fisher, M.L. (2007). Evaluating the Impact of Problem-Based Learning on Learning Styles of Masters Students in Nursing Administration. *Journal of Professional Nursing*. 23(4), 214-219.

Banta, T.W., Jones, E.A., and Black, K.E. (2009). *Designing Effective Assessment: Principles and Profiles of Good Practice*. San Francisco: Jossey-Bass.

A. Gavrin, Jeffrey X. Watt, Kathleen Marrs, Robert E. Blake, Jr. "Just-in-Time Teaching (JiTT): Using the Web to Enhance Classroom Learning", *Computers in Education Journal*, 14 (2), 51 (2004).

Ironside, P. M. (2006). Reforming nursing education using Narrative Pedagogy: Learning and practicing interpretive thinking. *Journal of Advanced Nursing*, 55, 478-486.

Mausser, K., Sours, J., Banks, J., Newbrough, R., Janke, T., Shuck, L., Zhu, L. Ammerman, G., & Varma-Nelson, P. (2011). Cyber Peer-Led Team Learning (cPLTL): Development and Implementation. *Educause Quarterly*, Vol. 34, No. 4.

McNelis, A., & Horton-Deutsch, S. (2008, August/September). Access and creativity in psychiatric nursing education at a distance. *Journal of the American Psychiatric Nurses Association*.

Morrone, A. S., Harkness, S. S., D'Ambrosio, B., & Caulfield, R. (2004). Patterns of instructional discourse that promote the perception of mastery goals in a social constructivist mathematics course. *Educational Studies in Mathematics*, 56 (1), 19-38.

Urtel, M. (2007), Assessing student academic indicators between traditional and distance education course formats, *Educational Technology and Society*, 11(1), 322-330.

Woods, E. & Latham, K. (2011). The Thickness of the World: Exploring the Museum Curriculum through Phenomenology. *Journal of Curriculumk Theorizing* 27(2), 347.



## Appendix E

### Summary of Activities of IUPUI Center for Teaching and Learning that Promote Effective Teaching

The Center for Teaching and Learning, as an innovative and creative unit charged with supporting faculty use of teaching and learning best practices, offers many important resources to faculty:

- 1) CTL Winter Lecture Series
  - o 2011 CTL Winter Lecture: <http://ctl.iupui.edu/winterSeries/2011/>
  - o 2010 CTL Winter Lecture: <http://ctl.iupui.edu/winterSeries/2010/>
  - o 2009 CTL Winter Lecture: <http://ctl.iupui.edu/winterSeries/2009/>
- 2) CTL Bepko library
- 3) CTL website resources <http://ctl.iupui.edu/resources/main.asp>
- 4) Curriculum Enhancement Grants (CEG) (<http://ctl.iupui.edu/Programs/CEG.asp>).  
Begun in 2010, the purpose of the CEG is to provide faculty with support, time, and resources to implement projects designed to improve student learning and success at IUPUI and IUPUC. In addition, it is expected that the grants will increase faculty competitiveness for external educational or curricular improvement grants and increase the number of faculty involved in pursuing the scholarship of teaching and learning. Grants are awarded through a competitive proposal process.

Examples of 2010 and 2011 CEGs awarded:

- *Development and Enhancement of a Haptic Training Program for the Dental School Curriculum*, Judith R. Chin, Ahmed Ghoneima, and LaQuia Walker, School of Dentistry; Eric Wernert and Michael Boyles, University Information Technology Services, \$15,000
- *Sustainable Technology Certificate*, David Goodman, Patricia Fox, and David Jan Cowan, School of Engineering and Technology, \$15,000
- *Interdisciplinary Advancement – Bringing Law and Social Work Together Experientially in a Law Clinic and Classroom Setting*, Carrie Hagan, School of Law; Stephanie Boys, School of Social Work, School of Law, \$5,000
- *Experiential Learning in Motorsports Operations*, Peter Hylton, School of Engineering and Technology, \$3,750
- *Liberal Arts Education as a Spider Web: Developing an Interdisciplinary Course in Native American Literature*, Megan Musgrave, School of Liberal Arts, \$5,000
- *Making Learning Fun: Enhancing Introduction to Informatics Using Instructive Media*, Jennifer Stewart and William Ryan, School of Informatics, \$5,000

Examples of sixteen 2010 CEGs Awarded:

- *Developing a New Online Interdisciplinary Course - Fundamentals of Clinical Care for Health Informaticians*, Hadi Kharrazi, School of Informatics, \$2,500

- *The IU School of Liberal Arts at IUPUI Meets the 21st Century: A Proposal For Teaching and Learning in the Digital Age*, Jennifer Cochrane, School of Liberal Arts, \$15,000
- *Enhancing International Student Preparedness, Enrollment and Retention at IUPUI through Online English for Academic Purposes Coursework*, Estela Ene, School of Liberal Arts, \$5,000
- *New Interdisciplinary Survey Course on Western Medicine and Healthcare, MHHS M201*, Judi Izuka-Campbell and Emily Beckman, School of Liberal Arts, \$5,000
- *Setting the Stage for Practicing in a Complex Environment: Re-creating Foundational Nursing Courses to Meet the Challenges of the Future*, Susan McLennon and Barbara Friesth, School of Nursing, \$4,268
- *Interactive, User-Based Experiments in Introductory Physics Labs*, Lynn Duggan, Marquita Walker, and Joseph Varga, School of Social Work, \$6,403

**Students impacted by 2010 Curriculum Enhancement Grants by Delivery Mode:**

<b>Project Totals</b>	<b>Curriculum Enhancement Grant (CEG) Project Classification Type</b>	<b>Number of Students</b>	
4	Face-to-face	560	
6	Online	859	
1	Hybrid	20-30 [25]	
1	Web-enhanced	641	
1	Equipment	360	
1	Technique	300	
		<b>Total:</b>	2,745

The IUPUI CTL developed a wide variety of programs and resources to assist faculty in developing instructional activities and assessments for the Principles of Undergraduate Learning (PULs) and program learning outcomes. For the 2010-11 academic year, these included:

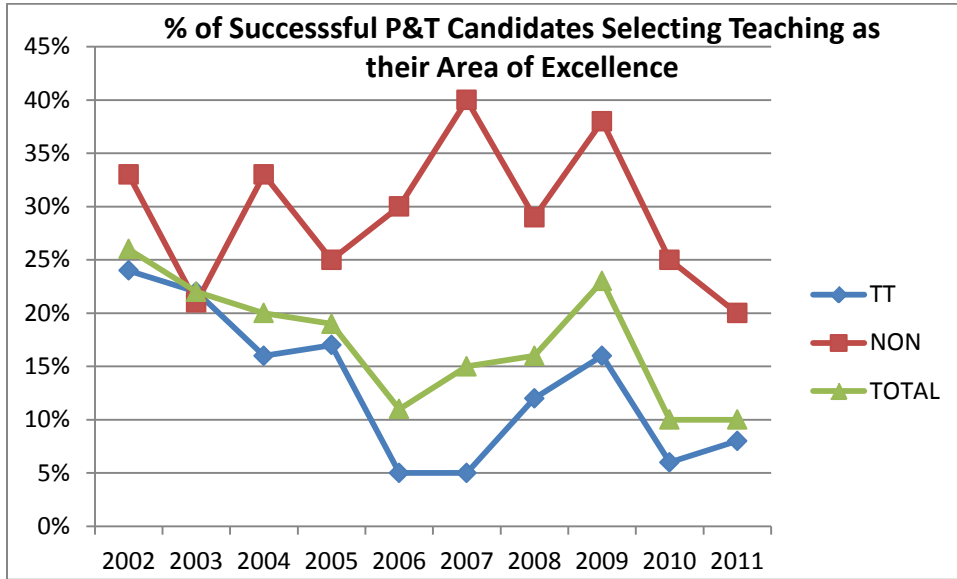
- Introduction to PUL workshops, one on each PUL, addressing instructional strategies and assessment options
- Online webinar on PULs, targeting new faculty
- PUL Symposium with faculty presentations on how they are incorporating PULs into courses
- PUL tip sheets on teaching and assessing PULs
- Writing and Assessing Learning Outcomes Workshop

In addition, a new series of webinars on teaching was begun in 2011. A listing of webinars and attendance data is provided below:

Webinar	Date	Registered live	Viewed live	Registered Recording	Viewed Recording*	Total Viewed	% Viewed (total viewed ÷ total registered)
Navigating IUPUI	08/09/11	42	25 (59.5%)	5	8	33	70.2%
Syllabus and 1 <sup>st</sup> Day of Class	08/11/11	40	30 (75.0%)	10	10	40	80.0%
Setting Expectations with Goals and Objectives	08/16/11	21	9 (42.9%)	4	4	13	52.0%
Planning a Class or Learning Session	08/18/11	25	14 (56.0%)	5	4	18	60.0%
Engaging Learners during Lecture	09/01/11	52	32 (61.5%)	9	33	65	106.6%
Getting Students to Prepare	09/08/11	36	23 (63.9%)	1	5	28	75.7%
Assessing Learning Efficiently	09/15/11	37	22 (59.5%)	2	4	26	66.7%
The Challenging Student	09/22/11	20	10 (50.0%)	2	7	17	77.3%
The Give and Take of Meaningful Feedback	09/29/11	27	16 (59.3%)	2	8	24	82.8%
Introduction to Service Learning	10/06/11	9	4 (44.4%)	1	8	12	120.0%
Introduction to Online Teaching	10/13/11	17	7 (41.2%)	2	10	17	89.5%
<b>Total</b>		<b>326</b>	<b>192 (58.9%)</b>	<b>43</b>	<b>101</b>	<b>293</b>	<b>79.4%</b>

## Appendix F

### Percentage of Successful Candidates Who Achieved Tenure and/or Promotion Based on Selecting Teaching Excellence Since 2002



TT= Tenure Track, NON= Non-tenure track

## Appendix G

### Examples of PEAR Award Winners (acknowledge faculty who receive Prestigious External Awards)

School	Faculty	Award
IUPUC	<b>Christopher D. Brandon</b> , <i>Clinical Assistant Professor of Accounting</i>	Named co-recipient of the Bea Sanders/AICPA Teaching Innovation Award from the American Accounting Association.
	<b>Larita J. Killian</b> , <i>Assistant Professor of Accounting</i>	Named co-recipient of the Bea Sanders/AICPA Teaching Innovation Award from the American Accounting Association
Education	<b>Jacqueline Blackwell</b> , <i>Associate Professor</i>	Received the Patty Smith Hill Award from The Association for Childhood Education International
	<b>Brendan Maxcy</b> , <i>Associate Professor of Educational Leadership</i>	Received the University Council for Educational Administration's Jack A. Culbertson Award.
	<b>Gary R. Pike</b> , <i>Associate Professor</i>	Received the 2010 Sidney Suslow Award from the national Association for Institutional Research
Law	<b>Lloyd T. Wilson, Jr.</b> , <i>Professor</i>	Named a Neil MacCormick Fellow at the University of Edinburgh School of Law.
Liberal Arts	<b>Timothy S. Brothers</b> , <i>Associate Professor of Geology</i>	Named a 2010-2011 Fulbright Scholar.
	<b>John McCormick</b> , <i>Professor of Political Science</i>	Named a Jean Monnet Chair by the European Commission.
Nursing	<b>Janet S. Fulton</b> , <i>Associate Professor of Adult Health</i>	Inducted into the American Academy of Nursing as a fellow.
	<b>Janet L. Welch</b> , <i>Professor of Adult Health</i>	Inducted into the American Academy of Nursing as a fellow
Science	<b>Jeffrey X. Watt</b> , <i>Associate Professor of Mathematical Sciences</i>	Received the U.S. Professors of the Year award from The Carnegie Foundation for the Advancement of Teaching

## **Appendix H**

### **Recent Learning Environment Grant Projects**

#### **Completed in 2008-2009**

Psychology Resource Center (\$20,875)

University Library International Newsroom/University Library Reference Area (\$20,000)

#### **Completed in 2009-2010**

PETM Multipurpose Learning Lab (\$21,700)

Biology Resource Center (\$25,000)

University Library International Newsroom (\$25,000)

E&T Student Council (\$16,212.45)

Spanish Resource Center (\$19,000)

Informatics MARLA Lab (\$25,000)

#### **Completed in 2010-2011**

Classroom Furniture - ET 302, 304 (\$25,000)

Classroom Furniture - ET 308 (\$10,470.68)

SHRS Student Learning and Research Facilitation Lab (\$24,991.50)

ES 2101 Classroom redesign and technology upgrade (\$25,000)

CSL & OSE Enhanced Learning Space - BS 2010A (\$25,000)

Cavanaugh 435 - An environment for global and civically engaged learning (\$25,000)

School of Liberal Arts and Science Multipurpose/Performance Auditorium (\$25,000)

Community Learning Network/Union Building Learning Spaces (\$22,000)

New furnishings for room BS 3006 (\$23,315)

New furnishings for room LD020 (\$18,333)

**Budgeted for 2011 -2012: \$156,912**

## Appendix I

### Cumulative GPAs of First-Time Freshmen Living On and Off Campus

The Fall 2008 first-time, full-time students living on-campus had significantly higher cumulative first-year GPAs (2.78) compared to students living off-campus (2.55), after accounting for academic preparation (SAT/converted ACT and high school GPA) and gender.

#### *Fall 2008 First-Time, Full-Time Students' Campus Housing and Cumulative First-Year Grade Point Average*

	N	Average Fall GPA	Adjusted Fall GPA
On-Campus	544	2.91	<b>2.78</b>
Off-Campus	1711	2.51	<b>2.55</b>
Overall	2255	2.61	

Note 1: Missing cases were excluded from the analysis.

Note 2: ANCOVA results suggested that students living on-campus had significantly higher cumulative first-year GPAs compared to students living off-campus, even after High School GPAs, SAT scores, and Gender (Female) were entered as covariates ( $p < .001$ ).

Students self-select into campus housing and the possibility of selection bias prevents us from concluding that living on campus *caused* students to have higher GPAs. It is possible that the students who lived on campus would have had higher grades irrespective of whether they lived on campus or not. Including gender and ability indicators in the analyses cannot completely account for self-selection effects.

## **Appendix J**

### **Learning Outcomes Associated with the First Year Seminars**

- In fall 2005, 81 percent of all entering freshmen enrolled in a First Year Seminar (FYS) and these participants were retained from first to second year at a higher rate (66%) than non-participants (56%),
- African-American students participating in fall 2005 FYS were retained at notably higher rates compared to non-participating African-American students (57% and 46%, respectively),
- In fall 2006, 89 percent of all entering freshmen enrolled in a FYS and these participants were retained from first to second year at a higher rate (67%) than non-participants (52%),
- In fall 2007, 88 percent of all entering freshmen enrolled in a FYS and these participants were retained from first to second year at a higher rate (70%) than non-participants (65%),
- In fall 2008, 89 percent of all entering freshmen enrolled in a FYS and these participants were retained from first to second year at a higher rate (62%) than non-participants (57%),
- African-American students participating had a significantly lower DFW rate compared to the rate of non-participating African-American students (28.94% and 51.08%, respectively).
- In fall 2009, 90 percent of all entering freshmen enrolled in a FYS and these participants were retained from first to second year at a higher rate (77%) than non-participants (68%).



## Appendix K

### Learning Outcomes Associated with Themed Learning Communities:

- Fall 2005 participants were retained at a higher rate than non-participants (70% and 65%, respectively)
- Fall 2006 participants were retained at a higher rate than non-participants (69% and 66%, respectively),
- Fall 2007 participants in TLCs had higher first semester GPAs than non-participants (2.78 and 2.55, respectively),
- In fall 2008, based on spring 2009 NSSE results, TLC students were more engaged compared to other IUPUI students and IUPUI's peer institutions in the following areas:
  - Active and Collaborative Learning (NSSE Benchmark)
  - Enriching Academic Experiences (NSSE Benchmark)
  - Made class presentations
  - Worked on paper or project that required integrating ideas or information from various sources
  - Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
  - Put together ideas or concepts from different courses when completing assignments or during class discussions
  - Worked with classmates OUTSIDE OF CLASS to prepare class assignments
  - Participated in community-based project (e.g., service learning) as part of regular course
  - Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values
  - Community service or volunteer work
  - Worked harder than you thought you could to meet an instructor's standards or expectations
  - Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
  - Learned something that changed the way you understand an issue or concept
- In fall 2009, participants in TLCs had higher first semester GPAs than non-participants (2.86 and 2.63, respectively).

## **Appendix L**

### **Outcomes Associated With Summer Programs**

#### **Summer Academy Bridge Program:**

- In fall 2005, participants had higher one year retention rates than non-participants (73% and 65%, respectively),
- In fall 2008, participants had higher retention rates than non-participants (76% and 73%, respectively),
- African-American students participating had higher retention rates than non-participants (86% and 70%, respectively),
- In fall 2009, participants had higher fall GPAs (2.96) compared to non-participants (2.78). African-Americans and Twenty First Century Scholars were retained at substantially higher rates than non-participants (86 versus 69 percent and 74 versus 60 percent, respectively).

## Appendix M

### **Student Learning Outcomes Associated with Academic Advising in the First-year Seminar and Themed Learning Community**

University College student learning outcomes (SLOs) for individual advising are:

- Students are aware of their academic progress and challenges and discuss these with advisors.
- Students gain an understanding of their major and career decision-making process.
- Students are aware of the requirements for their program of study.
- Students know the process of getting into their school of choice.
- Students develop and register for a schedule of courses to suit their needs.
- Students know campus services relevant to their needs.
- Students are aware of engagement opportunities that enhance their academic plan.

University College SLOs for Learning Communities (Academic Advising) are:

- Students apply academic success strategies in a variety of ways.
- Students are familiar with appropriate campus resources.
- Students accept responsibility for their college success.
- Students are engaged in academic planning.
- Students are involved in the career decision making process.
- Students are knowledgeable about academic policies and procedures.
- Students identify engagement opportunities.
- Students use appropriate academic technology resources.
- Students feel confident about their ability to accept responsibility for achieving academic goals and complete their degrees
- Students have a good understanding of their academic goals and amount of time needed to devote to studying.

## Appendix N

### Academic Advising at IUPUI: Statement on Vision, Mission, Goals, and Learning Outcomes

#### INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS ACADEMIC ADVISING VISION, MISSION AND VALUES

##### VISION

The vision for academic advising at IUPUI is to become the model for excellence in advising.

##### MISSION

The mission of academic advising at IUPUI, whether provided by professional, faculty, or peer advisors, is to help students identify, clarify, and achieve their goals for education through shared responsibility between advisors and students in a supportive environment that promotes student development and success.

Shared responsibility means that IUPUI's academic advisors are expected to be ethical, caring, and knowledgeable experts and educators who treat students with respect. IUPUI's students are responsible for planning and fulfilling requirements for their selected program of study, and they are expected to be respectful of others involved in this process.

Advising at IUPUI creates conditions for students to learn about the full range of curricular and co-curricular resources and opportunities to facilitate their intellectual and personal growth and ensure the retention and success of all of our students.

The IUPUI Student Code of Rights, Responsibilities and Conduct provides the framework for advising expectations and student responsibilities.<sup>1</sup> Students have the right to "have access to academic advising and clear expectations for degree and graduation requirements" (Part I. A.). Further, IUPUI seeks to provide high quality advising experiences for students by subscribing to the Council for the Advancement of Standards in Higher Education (CAS) standards and guidelines for academic advising programs.

At IUPUI, academic advising is the responsibility of each academic unit and:

- Promotes student growth and development
- Assists students in assessing their interests and abilities, examining their goals for education, making decisions and developing short-term and long-term plans to meet their objectives
- Discusses and clarifies goals for education
- Provides accurate and timely information and interprets institutional, general education, and major goals
- Advises students on the selection of appropriate courses and other educational experiences
- Clarifies institutional policies and procedures
- Evaluates and monitors student academic progress and the impact on achievement of goals
- Reinforces student self-direction and self-sufficiency
- Discerns when students require additional resources
- Directs students with educational, career or personal concerns, or skill/learning deficiencies to other resources and programs on the campus when necessary

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<sup>1</sup> *IUPUI Student Code of Rights, Responsibilities and Conduct*. Available at <http://www.iupui.edu/code/#page>. Accessed August 13, 2008.

- Makes students aware of and refers them to educational, institutional, and community learning resources and services (e.g., internship, study abroad, honors, service-learning, research opportunities)
- Collects and distributes relevant data about student needs, preferences, and performance for use in institutional decisions and policy

## VALUES

Our advising partnerships are guided by a commitment to:

- Diversity and an appreciation for individuality
- Respectful interactions
- Holistic learning and development
- Shared responsibility and active engagement
- Balance between support and empowerment to foster growth
- Highest ethical standards

Approved by the Campus Advising Council (November 2008)

### Student Learning Outcomes for Academic Advising

#### 1. Intellectual and Personal Growth

*Students will be able to...*

- Recognize their personal responsibility for their behavior, their actions, and their role in their own learning process. PUL 6, 5
- Demonstrate an ability to create balance between work, school, family, and personal health and determine priorities between these four areas. PUL 6
- Recognize road blocks to success, determine strategies to navigate these road blocks, and understand when outside resources are needed. PUL 2, 4
- Articulate their responsibilities as citizens of the IUPUI community, the city, the state, the country, and the world. PUL 5, 6

#### 2. Engagement

*Students will be able to...*

- Decide upon the appropriate level of co-curricular involvement. PUL 2, 3
- Locate student organizations related to their interests. PUL 1, 3
- Locate information about campus community events. PUL 3
- Identify RISE (Research, International, Service, and Experiential) opportunities. PUL 3
- Recognize opportunities to engage in campus-level decision making. PUL 5

#### 3. Career Planning

*Students will be able to...*

- Assess their needs for career planning resources. PUL 2

- Use appropriate campus resources related to career planning. PUL 1
- Find mentoring opportunities. PUL 3
- Contact professional organizations within their field. PUL 3
- Interpret appropriate benchmarks for professionalism within their field. PUL 1
- Utilize career planning tools. PUL 3
- Locate career building opportunities while in school. PUL 3

#### 4. Academic Planning and Progress

*Students will be able to...*

- Analyze their need for assistance when planning for degree completion. PUL 2
- Use the AAR, Shopping Cart, Planner and other technical tools (both in SIS and otherwise) to plan, register, drop/add and schedule for courses. PUL 1, 2, 3
- Understand the requirements of their degree, including prerequisites, difficulty, course availability, and RISE opportunities. PUL 4
- Develop a realistic plan to graduate in 4 years, if possible. PUL 2
- Set realistic goals for academic success. PUL 2, 4

#### 5. Resources

*Students will be able to...*

- Locate campus services based on individualized needs. PUL 1
- Effectively use individualized campus resources to meet academic, financial and personal needs. PUL 1

#### 6. Policies and Procedures

*Students will be able to...*

- Identify relevant dates and meet deadlines. PUL 1
- Respond to and resolve service indicators. PUL 1
- Identify and interpret policies regarding incompletes, academic forgiveness, grade changes, grade replacement, reinstatement, good standing, student code of conduct, and school admission criteria. PUL 1, 2
- Locate and identify responsibilities in accordance with FERPA regulations. PUL 1
- Identify school specific policies and procedures when appropriate. PUL 1

Approved by the Campus Advising Council (November 2011)