2007-2008 Liberal Arts

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 Liberal arts.pdf

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The mission of the School of Liberal Arts, as stated in our 2006-2010 Strategic Plan (the plan is attached), is creating and exchanging knowledge that prov ent of a public university that serves a diverse population in a rapidly changing world.

As we pursue and encount our mission, we are guided by a vision of creating the Bornal arts college of the 21rd century, which provides the traditional core of tuniversity education in ever-evolving ways. The vision statement in our 2006-2010 Strategic Plan is as follows: As one of the premier sites of liberal arts education, scholarship, professional service, and crivic engagement in the state of Indiana, the School of Liberal Arts will contribute to the social, cultural, and economic development of the state, and will foster life-long learning that engenders commitment to civil society through an engaged and educated officency.

In a number of ways, the Bertal atts matter more in the 21st contact than ever A/E A&A,A/A/S Nearly all work and education have become internationalized, and this tend shows no signs of absting A/E A&A,A/A/S In this context, the understanding of languages and cultures, history and geography, risigion and politics, economics and society are of critical and growing importance. A/E A&A,A/A/S In the Bertal arts, students acquire skills of analysis, explanation, and communication that are vidal not only in the workplane between a democratic society and the permit of a new posteroid world.

With these volumes and entire and matrices, a mind, the color of Liferal Arts to skill and the following plans, respect, and concerns:

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Goals and Objectives

Goal 1: IU School of Liberal Arts - Strategic Plan (2006-10) -- The School of Liberal Arts will teach separated as affection assumption of the school of Liberal Arts will teach separated as affection of the school of Liberal Arts will teach separated as affection of the school of Liberal Arts will teach separated as affecting the school of Liberal Arts will teach separated as a school of Liberal Arts will teach separated as a school of Liberal Arts will teach separated as a school of Liberal Arts will teach separated as a school of Liberal Arts will teach separated as a school of Liberal Arts will teach separated as a school of Liberal Arts will teach separated as a school of Liberal Arts will teach separated as a school of Liberal Arts will teach separated as a school of Liberal Arts will teach separated as a school of Liberal Arts will teach separated as a school of Liberal Arts will teach separated as a school of Liberal Arts will teach separated as a school of Liberal Arts will teach separated as a school of Liberal Arts will teach separated as a school of Liberal Arts will teach separated as a school of Liberal Arts will teach separated as a school of Liberal Arts will teach separated as a school of Liberal Arts will be school of Liberal Arts

® Objective I (articulated as Action Step in Goal I of the School's Strategic Plan). Provide a school-wide curriculum that e Campus Planning Theme: Teaching and Learning Streendary, Goales: Sub Unit: Note: Time Frame: Objecting

Actions taken for 2007-2008:

In 1998, the U.School of Liberal Arts adopted "A Phinisphe Guriculum." The Phinisphe of Undergraduate Learning (PULs) are embedded throughout this contribution. Since that time our Undergraduate Curriculum and Standards Committee (when it was active), and other faculty bodies as well as individual faculty, have worked to support and develop a curriculum that in Undergraduate Curriculum and the Common Core Curriculum. Committee (when it was active), and other faculty bodies as well as individual faculty, have worked to support and develop a curriculum that in Undergraduate Curriculum and the American Examinate Learning and that the date have been contributed to the Undergraduate Learning and the Common Core Curriculum. The Phinisphe of Undergraduate Learning and the Common Core Curriculum. The Phinisphe of Undergraduate Learning and the Common Core Curriculum. The Phinisphe of Undergraduate Learning and the Common Core Curriculum. The Phinisphe of Undergraduate Learning and the Common Core Curriculum Committee (when it was active), and other faculty bodies as well as individual faculty, have worked to support and develop a curriculum date of the Common Core Curriculum Committee (when it was active), and other faculty bodies as well as individual faculty, have worked to support and develop a curriculum date of the Common Core Curriculum Committee (when it was active), and other faculty and the Common Core Curriculum Committee (when it was active), and other faculty and the Common Core Curriculum Committee (when it was active), and other faculty and the Common Core Curriculum Committee (when it was active), and other faculty and the Common Core Curriculum Committee (when it was active), and the Common Core Curriculum Committee (when it was active), and the Common Core Curriculum Committee (when it was active), and the Common Core Curriculum Committee (when it was active) and the Common Core Curriculum Committee (when it was active) and the Common Core Curriculum Committee (when it was active) and the Core Core Cor

Evidence of Progress for 2007-2008:

The IU School of Libertal Arts in collaboration with the Survey Research Center is giving much thought to the development of an online version of the Graduating Senior Survey (considerations of prince) as well as the goal to achieve a high response rate create considerable challenges; plans to link the Graduating Senior Survey with Discourse remain a goal. The plan is to balance the current version of the survey with the version in ways that allow hospitabadic comparisons as well as capture the effectiveness of curriculum-centered initiatives. In the current version of the Graduating Senior Survey the IU School of Liberal Arts asks its graduating students to complete a series of surveys and to write short reflections on two of IUPUT's six Principles of Undergraduate Learning. The students choose the two PULs on which they will write. Their comments are evaluated by finally when the comments are evaluated by finally when their comments are evaluated by finally when their comments are evaluated by finally when their comments are evaluated and Arbeinigs.

Activities planned for 2008-2009:

The IU School of Libertal Arts not only continues to support the Principles of Undergraduate Learning (PULs) through appropriate faculty and administrative committees but also took an active role in the campus-wide discussion following the IU trustees' mandate of articulating and implementing general education on a wide and across indians. The school also continues to contribute to the campus-wide discussion about the evaluation additional about the continues and fundamental continuation and fundamental continuation additional continuation additional continuation additional continuation and fundamental continuation additional additional continuation additional continuation additional contin

jective 2 (articulated as Action Steps under Goals 1 and 3 of the School's Strategic Plan) Support is Campus Planning Thome: Teaching and Learning, Bert Practices Scendary Goals!
Salb Unit: None
Time Frame: Ongoing

Actions taken for 2007-2008:

The IU School of Liberal Arts had three "Online Fellows "Æmbsp; The School maintains technology in its common spaces and it maintains instruction-centered technology labs. The School is also represented on the Oncourse Priorities and Technology on and learning.

Evidence of Progress for 2007-2008:

In process: Increasingly courses and programs are being developed for online delivery. Detailed assessment of the learning outcomes in those courses and programs from the basis for refining and expans its own technology staff who is well suited to assist SLA faculty in developing exemplary practices that have special application and usefulness in the disciplines that make up the liberal arts.

The IU School of Liberal Arts is actively involved in integrating Oncoarse fully and effectively into all of its courses. Discussions are underway concerning which cor other alternative-format course offerings are a priority in light of changes evident in the enrollment patterns and in response to the campus-wide RISE initiative.

ective 3 (articulated as Action Step under Goal 1 of the School's Strategic Plan). Provide opportunities for mentoring in research.

Secondary Goals:
Secondary Goals:
Secondary Goals:
Sub Unit: Notes
Times Frame: Outgoing until goal is achieved.

Actions taken for 2007-2008:

Activities planned for 2008-2009:

jective 4 (articulated as Action Step under Goal 1 of the School's Strategic Plan). Develop depart Campus Planning Thome: Teaching and Learning, Best Practices, Cric Engagement Secondary Goals: Sub Unit: None Time Frame: Ongoing

The IU School of Liberal Arts continues to actively encourage faculty participation in various initiatives that will connect students with careers, con

The campus awarded the IU School of Liberal Arts a substantial grant to increase the number of internships available to students. Two faculty members have been charged with a self-study which will form the basis for co-career development counseling in the Office of Student Affairs, and the School has inhitted steps to create fellowships in support of students who normally cannot afford to take on unpaid internships.

ed the Liberal Arts Career Development Center in November 2008. Developing a five-year plan for the center, incorporating the internship self-study and with involvement of academic department.

With respect to international activities, the school is well situated to take on the challenges of the RISE initiative. Currently, the IU School of Liberal Arts supports the following Study Alread Programsist Transping from short-term to semester and year-long exchanges: Australia; Culva; Dominican Republic; Fuland (under discussion); France (Strasbourg); Germany; Greece; Japan; Jordan, Kenya Poland; Mexico; Slovenia (under discussion); Rusia, Spain (Salamanca), Thalland (under discussion); UK (Derby and Newcastle; also Scotland). Additionally, the School provides significant scholarship support for study abroad opportunities; including the Plater Scholarship for International Crisi: Engagement.

Activities planned for 2008-2009:

rective 5 (articulated as Action Step under Goal 1 of the School's Strategic Plan). Support the development of internal and external grant applications in support of teaching and learning.
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Section Goals:
Sub Unit: News Comment of Strategic Plan). Support the development of internal and external grant applications in support of teaching and learning.
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Sub Unit: News Comment of Strategic Plan). Support the development of internal and external grant applications in support of teaching and learning.
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Actions taken for 2007-2008:

The IU School of Liberal Arts faculty have actively sought internal and external grants to support teaching and learning

Evidence of Progress for 2007-2008:

The federal grant Teaching American History (awarded to the Department of History) is rooted in the discipline, is interdisciplinary in that it draws on faculty in the IU School of Liberal Arts and the School of Education, and it is far-reaching in its impact be suse it involved significant numbers of teachers in central Indiana

IU School of Liberal Arts faculty have been actively involved in a variety of initiatives and workshops that are especially geared toward gateway courses (typically sponsored and/or conducted by or in cooperation with University College and the Center for Teaching and Learning)

Activities planned for 2008-2009:

Continue to seek course transformation and other grants, especially for those courses that are critical in the retention of students and by those faculty most intensively involved in the teaching of gateway courses.

The Associate Dean of Academic Affairs, with the help of the IU School of Liberal Arts' strants analyst, is exploring ways to efficiently track those internal grants that support teaching and learning but that are not readily captured in the current routing process

© Objective 6 (articulated as Action Step under Goal 1 of the School's Strategic Plan) Enhance and pursue new graduate programs, including Ph.D. programs, which serve the needs of our students and cot Campus Planning Themse: Teaching and Learning Secondary Codes.

Sub Unit: None Time Frame: Ongoing

The Associate Dean for Research and Graduate Programs of the IU School of Liberal Arts has lent support to several Departments that pursued new programs. Three programs, Museum Studies, GIS, and Philosophy received small grants for the Council of Graduate Schools for assistance in implementing their programs.

A new MA was implemented in Political Science. As of Fall 2008, the IU School of Liberal Arts offers 1 PhD, 13 MA degrees and 5 Graduate Certificates

Some departments, especially after positive academic reviews and also in preparation of programs reviews are seriously exploring the feasibility of PhD programs. Leading this effort is the proposed Health Economics P.D. plans for Public History and Medical Sociology are under discussion, Anthropology prepared a MA program, with a projected implem

Objective 7 (articulated as Action Step under Goal I of the School's Strategic Plan): Attract, retain, and graduate well-prepared and diverse undergraduate and graduate students.

Campur Planning Theme: Teaching and Learning, Best Practices

Secondary Goals

Sub Unit: Note

Time Frame: Chapting

Actions taken for 2007-2008:

(See also Objective 5 [articulated as Action Step in Goal 5 of the School's Strategic Plan]).

Representatives of the School, faculty and administrators, are actively participating in campus-wide efforts to recruit, retain, and graduate students (foremost among them Eurolineat Management Committee for Retention and Graduation, Gateway Forum, and University College). In concert with those efforts, the School has implemented and assessed programs such as Summer Academy, Themed Learning Communities as well as recruiting and orientation events. As the reasons for the success of first-year efforts are becoming clearer other challenges call for attention, like retaining fundors and helping Seniors with the final harders that keep them from graduating.

Given that lecturers are more Bledy to be available for student-faculty interaction than associate faculty, and because they are in a better position to be supervised, mentored, and developed in their roles as educators, the IU School of Liberta Arts continues to replace associate faculty with full-time lecturers. In order to attract the most suitable associate faculty and to retain well qualified lecturers than a better position to be supervised, mentored, and developed in their roles as educators, the IU School of Liberta Arts continues to replace associate faculty with full-time lecturers. In order to attract the most suitable associate faculty with full-time lecturers in the most suitable associate faculty with full-time lecturers. In order to attract the most suitable associate faculty with full-time lecturers. In order to attract the most suitable associate faculty with full-time lecturers. In order to attract the most suitable associate faculty with full-time lecturers. In order to attract the most suitable associate faculty with full-time lecturers. In order to attract the most suitable associate faculty with full-time lecturers. In order to attract the most suitable associate faculty with full-time lecturers. In order to attract the most suitable associate faculty with full-time lecturers. In order to attract the most suitable associate faculty with full-time lecturers. In order to attract the most suitable associate faculty with full-time lecturers. In order to attract the most suitable associate faculty with full-time lecturers. In order to attract the most suitable associate faculty with full-time order associate faculty with full-time order associate faculty with full-time order associate faculty with full-time lecturers. In order to attract the most suitable associate faculty with full-time order associate faculty with full-time order associate faculty with full-time lecturers. In order to attract the most suitable associate faculty with full-time order associate faculty with full-time order assoc

Evidence of Progress for 2007-2008:

Fredmen and sophomore one-year retention rates have actually declined by 3% from a high in 2004 (2003-04 - 73%; 2004-05 - 72%; 2005-06 - 70%; 2006-07 - 69%; 2007-08 - 70%). The decline may in part be due to the increase number of feelmen direct admits und a shift toward more full-time students. With the number of full-time feelmen now at about 120 (as compared to 22 in 2000) we are retained to the percentages dropping a couple of points.

However, in 2008-09 we increased our enrollment in first-year Themsed Learning Communities (TLC) and Freshmen Bridge program to 100 fill-time feelamen. In Spring 2009, we will differ a second-semester min TLC which, we hope, will support first-year students who benefit from courses specifically designed for freshmen.

nunication with new students and continued to increase participation in Orientation as well as follow-up correspondence in an effort to identify issues and clarify policies.

1. The IU School of Liberal Arts has adopted a goal of having an&ribsp; overall undergraduate retention rate of \$5% by 2010 (See also Goal 5, Action Step. (Objective 5). & Author:

Activities planned for 2008-2009:

Continue the above, enhance and expand as opportunities arise.

66 Geal 2: The School of Liberal Arts will be recognized as a center of excellence for both disciplinary and interdisciplinary research and scholarship in the humanities and social sciences. Rationale: Our cer fields of interdisciplinary study that complement existing expertise in academic disciplines, thereby creating new knowledge and applying knowledge to better serve our mission.

© Objective 1 (unficulated as Action Step under Goal 2 of the School's Strategic Plan): Identify and support key disciplinary and interdisciplinary siches with the School has the opportunity to do innovative work, at the national and international level Campus Thaning Themse: Teaching and Learning, Research, Scholariship and Creative Activity, Best Practices
Seachary Goals:
Sale Units SLA academic departments, programs, and research and resource centers
Time Frame: Object.

In process: The IU School of Liberal Arts has been actively supporting the University's life and health sciences inhibitor in two ways through teaching and learning to enable undergraduates to pursue further education and careers in the life and health sciences; through the continuation and development of interdisciplinary research projects that are focused on the life and health sciences; through centers that emphasize the impact of life and health sciences issues worldwide as the example of the School's Consortium of Global Health Communication Resources illustrates.

The IU School of Liberal Arts has supported research endeavors that have strong applied components, ranging from the publication of scholarly editions of major American writers to analyses of environmental policies that regulate the use and distribution of water in North American and Europe, in addition to health-related issues such as the economic impact of obesity health insurance, and health communication in relation to disbettee and positive compliance.

One key niche for the IU School of Liberal Arts involves life and beath sciences. This fiscus is reflected in the research interests of the faculty/6f new as well as long-standing/6f and the curriculum, as is especially manifest in several of the School's graduate programs, particularly efforts to design and implement PhD programs in Health Economics and Medical Sociology.

(8) Objective 2 (unficialted as Action Step in Goal 2 of the School 1 Strategic Plan). Increase the level of external support received by faculty by providing information on potential funding sources and assisting with proposal preparation, monitoring and reporting fundamental properties. The many proposal preparation is proposal preparation, monitoring and reporting fundamental proposal preparation, monitoring and reporting fundamental proposal preparation. The many proposal preparation is proposal preparation, monitoring and reporting fundamental proposal preparation in proposal preparation, monitoring and reporting fundamental proposal preparation in proposal preparation, monitoring and reporting fundamental proposal proposal preparation, monitoring and reporting fundamental proposal preparation in proposal preparation, monitoring and reporting fundamental proposal proposal preparation, monitoring and reporting fundamental proposal preparation, monitoring and reporting fundamental proposal preparation in proposal preparation, monitoring and reporting fundamental proposal preparation in prop

The IU School of Liberal Arts, through the Office of the Associate Dean for Research and Graduate Studies and the Office of Development and External Affairs, continues to support grants development.

Evidence of Progress for 2007-2008:

Breakdown of external funding (2005-2008):

Diversity of Liberal Arts Students (Fall 2008):

| Ethnicity | Undergrad | | Grad | &mbsp | |
|--------------|-----------|------|-------|-------|--|
| Amer Ind | 11 | 196 | 2 | 196 | |
| Asian | 35 | 236 | 19 | 696 | |
| Black | 181 | 1196 | 19 | 6% | |
| Hawaiian | 2 | 0% | 0 | &mbsp | |
| Hispanic | 53 | 3%6 | 13 | 4% | |
| Foreign | 68 | 4% | 19 | 616 | |
| White | 1276 | 78% | 259 | 7796 | |
| Unidentified | 1 | 0% | 6 | 256 | |
| Total | 1627 | | 337 | &mbsp | |
| knbsp; | | | &mbsp | &mbsp | |

| | 2005-2006 | | | | 2006-200 | , | 2007-2008 | | | |
|--------------------------|-----------|------------------|----------------|-----|------------------|----------------|-----------|------------------|----------------|--|
| Agency Type | Cat | Indirect Cost | Total Award | Cnt | Indirect Cost | Total Award | Cnt | Indirect Cost | Total Award | |
| Commercial/For Profit | 7 | \$62,854 | \$336,819 | 10 | \$135,744 | \$623,692 | 6 | \$73,796 | \$358,72 | |
| Federal | 14 | \$47,159 | \$182,023 | 24 | \$280,843 | \$905,199 | 19 | \$243,109 | \$809,58 | |
| Foundations | 17 | \$98,841 | \$4,597,130 | 11 | \$11,825 | \$40,268,825 | 17 | \$514,158 | \$4,278,17 | |
| Higher Education | 5 | \$30,298 | \$361,026 | 9 | \$78,032 | \$458,539 | 2 | \$17,076 | \$101,860 | |
| Non-Profit | 11 | \$126,452 | \$1,357,696 | 12 | \$52,644 | \$551,935 | 18 | \$133,753 | \$1,314,193 | |
| Other Governmental | 4 | \$53,896 | \$642,368 | 4) | \$49,140 | \$404,713 | 6 | \$190,894 | \$986,683 | |
| State of Indiana | 6 | \$259,232 | \$1,527,349 | 9 | \$52,429 | \$497,699 | 10 | \$63,543 | \$649,671 | |
| Total | 64 | \$678,732 | \$9,004,411 | 79 | \$660,657 | \$43,711,602 | 78 | \$1,241,329 | \$5,498,899 | |

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jective 3 (articulated as Action Step under Goal 2 of the School's Strategic Plan). Identify standards of quality research and creative activity within the School and uphold these standards for all faculty with research espectati Campus Planning Themes: Research, Scholarship and Creative Activity, Best Piractices Secondary Goals: Sub Unit: None Times Frames: Ongoing

Actions taken for 2007-2008:

Since the Dean initiated discussion in 2005 with department Chairs and program and center Directors about the most appropriate measures of excellence in research, scholarship, and creative activity, the resulting "measures of excellence in research" have been applied successfully since 2006-2007.

Evidence of Progress for 2007-2008:

Altogether the faculty published well over 100 articles in refereed academic and professional journals, discipline-specific encyclopedias and handbooks; 37 chapters in books and antibologies; more than two dozen multi-media presentations, including videos; 3 scholarly journals; 13 text(Dook); and 20 books (this is drawn from the 2007 FARs; the report on research excellence reveals the publication highlights in the most reputable presses and highly ranked professional and scholarly journals). In addition, faculty reviewed the published research results of their peers in three dozen book reviews.

🗵 Gud 3. The School of Libertal Arts will seek and build partnerships that shape and support its constituent communities. Rationale: Community partnerships are vital if we are to provide real-world learning for our underest, alumnif, faculty and staff, and if they, in turn, are to deliver the benefits of the liberal arts to those we serve.

® Objective I (articulated as Action Step under Goal 3 of the School's Strategic Plan) Define, identify, and develop the multiple professional and geographic communities that are to be served by the School. Campus Planning Thems: Research, Scholarship and Creative Activity, Best Practices, Collaboration Secondary Goal and School School School Campus Planning Thems: Research, Scholarship and Creative Activity, Best Practices, Collaboration School School Campus Planning Thems: Campus Planning Thems: Campus Cappting

The IU School of Liberal Arts serves a variety of constituents, within the School, on campus, across the university, and in local, autónal and international communities. We have spent the past year defining those constituents and determining how we can best serve them. Of special interest and focus were connections that targeted diversity and internation

The continuing systematic inventorying of internality and practicum opportunities for undergraduate and graduate students will also reflects the range of the various communities that are served by the IU School of Liberal Arts, reaching from strategic partnerships in Kenya, China, and Mexico to courses that are open to students who are incorcerated.

Maturation of internship and service learning continues to increase the depth of our relationships with community organizations and opportunities for student and fundty engagement. The Massrachia Scholarship program places ten students each year with area organizations, which now have began to design projects incorporating these students. A cademic departments and some of our research centers continue to develop long-term relationships with museums, health organizations, community groups, government and the business community.

The Steering Committee advises the three CTE-funded public scholars in African America is the most outstanding example of how the School serves various professional communities on and off campus. The active involvement of the School in bringing a Conflucius Institute to IUPUI is another outstanding development.

8 Objective 2 (articulated as Action Step under Goal 3 of the School's Stategic Plan). Develop new knowledge and understanding through applied research partnerships within the public and private sectors and among non-profits.
Campur Planning Theme: Research, Scholarship and Creative Activity, Best Plancices, Civic Engagement, Colubration
Secondary Godes

A faculty member of the School played an instrumental role in launching the IUPUI campus TRIP - translating research into practice - initiative. The research faculty of the IU School of Libertal Arts has taken up that call and is working on identifying and highlighting those projects that fit the description of TRIP and impact of which extends from the academy into the cor

In process: Inventorying and highlighting TRIP projects in the IU School of Liberal Arts.

ojective 3 (articulated as Action Steps under Goals 1 and 3 of the School's Serategic Plan). Integrate civic engagement and esperiential learning into classroom practice and research that has practical applications for com Campus Thomas; Thomas; Research, Scholarship and Creative Activity, Best Practices, Civic Engagement, Collaboration

Secondary Goals:

Sub Unit: None Time Frame: Ongoing

In process; see also Goal 1, Action Step (Objective 4).

Evidence of Progress for 2007-2008:

The Inside-Out Prison Program is one example. The program completed its second year. This course combines collaboration between the School of Liberal Arts and the School of Public and Environmental Affairs, faculty research and student research, as well as community engage

In process: A comprehensive inventory of courses that include experiential learning components focused on civic engagement and with application on community needs such as courses in urban Authropology. Students, advisors, faculty and staff, and the public at large will be able to access Information about those courses on the revised web site of the IU School of Liberal Arts

® Objective 4 (articulated as Action Step under Goal 3 of the School's Strategic Plan): Extend our civic engagement activities internationally. Campus Planning Theme: Best Practices, Civic Engagement, Collaboration Secondary Goals:

The School has embraced the "Internationalizations" of ITPUII and is balong as active replicing, expansing, and implementing the strategic inhibition of the company concerning exchanges with Kroya, China, Mexico, India, Japan, and Europe, which include civic engagement achieves in Bit in International Studies has proven popular and successful and this program in especially active in premoting multiple contractions of the wide with service feasing components." Because group and contracting multiple components. The School appeared the companies and premise and ITPUII.

Evidence of Progress for 2007-2008:

International Studies has grown to 51 majors; ten percent of the graduating class in 2008 had participated in Study Abroad (see also Action Step under Goal 1 [Objective 6])

In process: Several faculty members are actively engaged in international activities, as indicated above and by information presented under Action Step under Goal 1 (Objective 4). We ambicipate to ext

© Objective 5 (aniculated as Action Step under Goal 3 of the School's Strategic Plan). Support and reward staff, faculty and students for their efforts to develop community parts Campus Planning Theme: Action Step under Goal and For Diversity, Collaboration Secondary Goales:

In process: The School supported faculty in their efforts to identify and work with community partners, especially those who did so in collaboration and with support from the Center for Service and Learning, Faculty members in the Authropology, Communication Studies, and Sociology departments continue to be particularly active in this initiative and in so doing serve as models for other departments and academic programs. Numerous generous scholarlips have been developed with a community collaboration component.

Evidence of Progress for 2007-2008:

In process: The IU School of Liberal Arts continues to support faculty in their efforts to maintain good relationships with community partners, especially in those cases in which the Center for Service and Learning (CSL) cut funding significantly and on very short notice for projects designed to develop over several years

The Masarachia Scholarship Program (four years, full tuition) and the Loretta Lunsford Scholarship program each promote community partnerships. Several other scholarships likewise include service components that may translate to con

The public scholars program continues to grow, with the addition of three new faculty in the area of African American and African Diaspora Studies (AAADS), including the development of the AAADS degree.

Partnerships with local organizations include inviting vicinity electurers, collaborations with external organizations towards a common goal, local museums and arts organizations, local labor unions, senior citizen centers, hospitals and social service organizations.

The annual Internship huncheon regularly attracts 35-40 attendees. Community partners are seated with their student interns and the faculty mentors and are publicly thanked for their continued support.

Activities planned for 2008-2009:

The Taskis Dunkter Thisse Program is a teaching initiative their planted a very successful class with students who are incurrented and those with contact previous of EFEA and the IU School of Liberal and will be continued and expanded. The Inside-Outside Prison courses are now included in the regular courses offerings and several faculty have expressed interest in train order to perfugient in the program in a faither in addition, the success offering contact of the comparative are faint in a faither in the program in the finite in addition, the success of the cooperative are faint in a faither in the program in the finite in addition, the success of the cooperative are faint in a faither in the program in the finite in a distinguish expression of the program in the finite in addition, the success of the cooperative are faint in a faith for the program in the finite in the program in the finite in a distinguish expression of the program in the finite in addition, the success of the cooperative are considered in the interest in the results of the program in the finite in a distinguish expression of the program in the finite in a distinguish expression of the program in the finite in a distinguish expression of the program in the finite in the program in the finite in a distinguish expression of the program in the program in the finite in the program i

Similarly, the Teaching American History grants awarded to the Department of History have provided the foundation for building valuable relationships with the communities in the school districts targeted for these initiatives in central Indiana. Plans are to extend and expand those programs

® Objective 6 (articulated as Action Step under Goal 3 of the School's Strategic Plan). Strategically communicate how the expertise and informed perspectives of a liberal arts-educated person are a valuable asset for any community. Campus Planning Themes Best Practices, Civic Engagement Secondary Goal and Campus Planning Themes Best Practices, Civic Engagement Secondary Goal and Campus Planning Themes Planni

The Office of Communications and Marketing has made an additional writer available to cover specific topic areas, interviewing, writing and placing stories in local and national media.

English W390 students work as the School's "news bureau" through their assignments, learning to write for print and web publication

There is a regular review of news releases to ensure proper citations of the School of Liberal Arts.

We remind staff and faculty of availability of self reporting mechanism on the web page. There are frequent updates of web information.

We consult with staff, faculty and students on optimal ways of "getting the word out" on stories and announcements that raise awareness

We report all faculty, staff, student activities through Jagnews, Inside IUPUI, and other internal reporting mechanisms.

We continue to offer ympoxis and forms that connect Liberal Arts to the community. These include. The Keith Bulen Symposium on American Politics: a community forum to examine timely political issues; the Annual Sprit and Place Civic Feriori, a collaboration of religious, educational, social and arts organizations; the Ruffus Reberg Residing Series, bringing poets and novelists to campus to read from their work and interact mothers and community and annual content in the Humanities, which being internationally known scholars to UPU!, and the annual Joseph T. Taylor Symposium provides a versue for discussion of famely whom insues. The Summer Archaeological Field School involves students and community residents and comm

We publish a thrice yearly newsletter highlighting alumni and faculty news and contributions to the con

We publish a monthly e-newsletter with more immediate news and announcements that goes to nearly 1500 alumni and others

We provide a monthly "tip sheet" called FYI-Liberal Arts to key members of the IU and IUPUI leadership.

We are supplying content for JagTV.

Evidence of Progress for 2007-2008:

Liberal Arts faculty frequently provide expert commentary and analysis on events through regular outlets like "Consider This.

Faculty also provide interviews with local television and newspaper media, as needed. Some have become favorite resources for media because of their willingness to provide expert commentary on short notice

Media relations staff now consistently include the school's name in press releases and work with media to ensure its inclusion in published articles. Anecdotal evidence indicates that these efforts are having an effect in the public's awareness that the Liberal Arts are at the hear of IUPUI.

Activities planned for 2008-2009:

We are actively engaged in activities that will raise our profile among our own faculty and stuff such that when they engage in presentation of all different kinds their affiliation with the School of Liberal Arts is noted. The Subbatical Speakers Series, Deans' Day, Taylor Symposium and Reiberg Series are conjoing efforts. The Liberal Arts message is being coordinated with the campus' Impact campaign. Adoption of the Integrated Images. Support of departmental and program public offerings in the form of lectures, symposia and public discussions.

We continue to publish our newsletter sent to all alumni, donors, faculty and staff. We continue the e-newsletter and FYT-Liberal Arts. We continue to work with campus media relations to keep them apprised of the multiple accomplishments of faculty, students and staff and of activities which not only enhance community life, but that of students, staff and faculty as well. Plans are underway for Denns' Day, a collaboration with the PU School of Science. SPEA, Law and Continuing Studies.

A free lance writer with national media experience has been assigned to work with the school to develop story placement in national media

® Objective ? (articulated as Action Step under Goal 2 of the School's Strategic Plan). Actively steward and celebrate community partnerships through recognition activities and similar means Campus Planning Thema: Teaching and Learning, Best Practices, Civic Engagement, Collaboration Secondary Goales:
Secondary Goales:
Secondary Goales:
Tanker France Chapting

Actions taken for 2007-2008:

In process: Active participation of select community leaders as members of the Steering Committee for the activities of the Public Scholars in African America

Evidence of Progress for 2007-2008:

Positive comments from community leaders and members concerning the efforts of the School to make the selection process of the Public Scholars in African America open and inclusive. Close and vibrant collaboration with several cultural institutions locally, foremost among them the Eiteljorg Museum, the Indiana Museum of Art, and the Children's Museum

In process: Developing measures of excellence in civic engagement, including discussions about how best to celebrate successful community partnerships and how to reward efforts to design, develop, and maintain those partnerships over time.

® Objective 8 (articulated as Action Step under Goal 3 of the School's Strategic Plan). Axees our international exchange and study abroad programs and develop a plan to expand them in a coordinated and complementary fashion. Campus Planning Theme: Called Plan Particles, Chie Engagement, Collaboration Secondary Goals:

Strategic partnerships with Moi University, Kenya, and Sun Yat-Sen University, China; creation of exchanges with Hakouh University, Japan; Newcastle University, UK

Evidence of Progress for 2007-2008:

Formal agreements were sizned with Moi University, Kenya; Hakouh University, Japan

Organized a special Liberal Arts Study Abroad Fair as part of Intensational Study Week. Students learn about all of our international programs, meet with directors, discuss scholarships and financial arrangements, meet students who previously participated in the program

Faculty, staff and students participate in the Indianapolis International Festival, highlighting their experiences in study abroad, research, and international service.

See also Action Step under Goal 1 (Objective 4).

Activities planned for 2008-2009:

The IU School of Libertal Arts is cooperating closely with the Office of International Affairs to meet this objective, especially developing concerted plans for the implementation of the strategic international exchanges (for faculty and students) in Africa, China, and Mexico, and exchanges with Helbronn and Regensburg universities in Germany, Abo Akademi in Finland, and Histoo and Meij universities in Japan. The European Union has underwritten a competitive furce-year exchange program for graduate students from several European universities (UK, Germany, Italy).

The Confucius Institute at IUPUI opened officially in April 2008 and the school is taking an active part in developing programs that complement this development, especially Chinese Language and Culture Studies and China Studies

🗵 Gal 4: The School of Liberal Arts vill provide a learning and work environment that welcomes top calibor, highly qualified and diverse individuals and promotes opportunities for individual growth. Entimate Cohy by attracting and retaining top talent can we achieve

© Objective 1 (articulated as Action Step under Goal 4 of the School's Strategic Plan): Create a physical environment that is attractive, functional, and supportive of student learning, staff and faculty development, and community engagement. Secondary Goal Positive Sec

Actions taken for 2007-2008:

We have 8mbsp; actively participated in activities to upgrade classrooms, working closely with the Learning Environments Committee.

Evidence of Progress for 2007-2008:

After completion of the construction of the sky--bridge the 2nd and 3rd floor lobbies of CA were renovated and refurnished—a lengthy project that is nearly complete. New carpeting is laid at the entrance of the sky-bridge and negotiations are in process for other upgrades to learning spaces in CA.

Opened a Student Information Center and Career Development Center in a very visible location in November 2008 to provide resources for students in a more convenient location. Both have been developed with the concept of involving students in the functioning and growth of these centers. Student leaders are involved in designing programming and communication with students

The US Shoot of Liberal Arts will continue to work with the Learning Environments Committee to apparent continue to work with the Learning Environments Committee to apparent continue to work with the Learning Environments Committee to apparent continue to work with the Learning Environments Committee to apparent continue to work with the Learning Environments Committee to apparent continue to work with the Learning Environments Committee, and a few developed and fined to were extended upone to Cartificate and the continue to appear to apparent to appear to Cartificate and the continue to appear to Cartificate and the continue to appear to

Actions taken for 2007-2008:

Representatives of the IU School of Liberal Arts participated actively in the campus initiative concerning flexibility in the policies and procedures that govern faculty and staff

Based on the 2006 survey that measured stiff sainfaction at IPPUI (this is the most recent survey washable), the U.School of Liberal Arts stiff grow the will advise a worsage masks in tree categories (understanding the connection between staff's work and unit's goals; recognition for work done well, and overall job satisfaction) and well above average masks in regard to development opportunities, stiff mornale, and the clarity of the unit's objectives and plants. Stiff regressed core masks that the tenders of position and well above a verage masks in regard to development opportunities, stiff mornale, and the clarity of the unit's opinion. Stiff regressed core masks that the connection between staff's work and unit's goals, recognition for work done well, and overall job satisfaction) and well above a verage masks in regard to development opportunities, stiff mornale, and the clarity of the unit's opinion and well and overall job satisfaction) and well above a verage masks in regard to development opportunities, stiff mornale, and the clarity of the unit's goals, recognition for work done well, and overall job satisfaction) and well above a verage masks in regard to development opportunities, stiff mornale, and the clarity of the unit of the clarity of the unit is goald, recognition for work done well, and overall job satisfaction) and well above a verage masks in the clarity of the unit of of

Based on the 2005 survey that measured faculty satisfaction at IUPUI (the 2005 survey) is the most recent available), the IU School of Liberal Arts faculty are generally in line with the level of satisfaction expressed by their colleagues across campus. There were no areas in which SLA faculty were more satisfied than their IUPUI peers and several where they express levels; followed by low overall job satisfaction and low faculty morale in the unit and the inadequacy of recognition for reaching as well as research and scholarly activities.

Diversity of the Liberal Arts staff as measured in Fail 2008 remains overwhelmingly female (76%): in the professional staff ranks (86, 67% female; minority: 17%) and in the clerical staff ranks (57, 89% female; 19% minority. Out of the total 147 staff members 18 percent are identified as minority appointments

Diversity of the Liberal Arts field limited coulty as measured officially in Fail 2008 is distributed as follows: Among the 64 lecturers 53 percent are female and 11 percent belong to a minority; among the 65 associate professors 47 percent are female and 68 percent belong to a minority; among the 64 percent belong to a minority; among the 65 associate professors 47 percent are female and 68 percent belong to a minority; among the 65 associate professors 47 percent are female and 68 percent belong to a minority; among the 65 associate professors 47 percent are female and 68 percent belong to a minority; among the 65 associate professors 47 percent are female and 68 percent belong to a minority; among the 65 associate professors 47 percent are female and 68 percent belong to a minority; among the 65 associate professors 47 percent are female and 68 percent belong to a minority; among the 65 associate professors 47 percent are female and 68 percent belong to a minority; among the 65 associate professors 47 percent are female and 68 percent belong to a minority; among the 65 associate professors 47 percent are female and 68 percent belong to a minority; among the 65 associate professors 47 percent are female and 68 percent belong to a minority; among the 65 associate professors 47 percent are female and 68 percent belong to a minority; among the 65 associate professors 47 percent are female and 68 percent belong to a minority; among the 65 associate professors 47 percent are female and 68 percent belong to a minority; among the 65 associate professors 47 percent are female and 68 percent belong to a minority; among the 65 associate professors 47 percent are female and 68 percent belong to a minority; among the 65 associate professors 47 percent are female and 68 percent belong to a minority and 68 percent belong to a minority among the 65 associate professors 47 percent are female and 68 percent belong to a minority among the 65 percent are female and 68 percent belong to a minority among the 65 percent are female

The IU School of Liberal Arts continues to participate actively in the committee charged with advancing the campus initiative concerning flexibility in the policies and procedures that govern faculty and staff &nlosp;

® Objective 3 (misculated as Action Step under Gool 4 of the School's Strategic Plan) Maintain and enhance technological resources that serve the needs of our students, faculty, and staff. Campus Planning Thermo: Tenching and Learning, Research, Scholarship and Creative Activity, Best Practices, Collaboration Sub-Unit Posts.
Sub-Unit Posts.

Secondary Goals: Sub Unit: None Time Frame: Ongoing

The IU School of Liberal Arts actively supports a four-year life cycle for the upgrade of its technology. The School continues to support the operation, maintenance and enhance ent of student technology centers. These include, Visual Language Lab, CommTech Lab, Compo

The Speaker's Lab, which primarily serves the needs of R110 students has moved operations to CA001G in newly remodeled offices that leverage modern digital technologies to enhance course activities. The IU School of Liberal Arts has invested over \$125,000.00 in support of this facility

Evidence of Progress for 2007-2008:

Public computing in Liberal Arts is used almost constantly even under the difficult interim circumstances that accompanied the construction of the sky-bridge connecting the Campus Center and Cavanaugh

Activities planned for 2008-2009:

In Summer 2004, we created public use computers on the 2d, 3d, and 4th floor lobbies of CA. These computers are in almost constant use—with the opening of the sky-bridge to the Campus Center usage has increased even more.

In Summer 2006, when the campus adopted a pay-for-print policy, the IU School of Liberal Arts enabled all students enrolled in Liberal Arts classes to print up to 15 pages without charge—a student-friendly and very popular r

ources in the basement of Cavanaugh as more space becomes available. This should provide better access to technology for students, while helping the school co

ning resources have been planned into the remodeling of the 2nd and 3rd floor lobbies first and, later, of the additional space in the basement (freed by the move of the bookstore to its new location in the Campus Center) to enhance those services. To a large part the lobby re

© Objective 4 (articulated as Action Step under Goal 4 in the School's Strategic Plan): Provide regular staff faculty training opportunities so that employees can function at the highest levels of proficiency. Secondary Goals State (Secondary Goals): State (Secondary Goa

Actions taken for 2007-2008:

The IU School of Liberal Arts encourages and supports faculty and staff in their efforts to take advantage of every opportunity for training and development offered to them

Evidence of Progress for 2007-2008:

Faculty and staff engage in training and development activities.

The School's staff commented favorably on the development opportunities available to them (see Goal 3, Action Step, Objective 2, above).

The "Transition to New Leadership" (TNL) activities at the beginning of the tenure of the new dean have provided additional—and valuable—opportunities for discussion of the school's plans and planning by all of its employees

Activities planned for 2008-2009

To continue the above.

© Objective 5 (articulates as Action Step under Gool 4 in the School 5 Strategic Plan). Provide regular staff faculty social interactions that minimize hierarchical structures and create a collaborative enviror Campus Planning Theme Best Practices, Civic Engagement, Collaboration Secondary Colls:

Actions taken for 2007-2008:

The School's leadership invites faculty and staff to events and tries to be inclusive in the School's activities. This included the active participation of staff members in the development and assessment of progress of the Strategic Plan of the IU School of Liberal Arts

Results from the staff satisfaction survey indicate that staff-faculty relations are generally recognized as "good" (see Goal 4, Objective 2, above).

To continue to take""and practice" an open-minded, inclusive approach to staff-faculty relation

Objective 6 (articulated as Action Step under Good 4 is the Schood's Strategic Plan) Encourage and reward stuff faculty collab Campus Planning Theme: Best Practices, Campus Climate for Diversity, Collaboration Secondary Goods. Sub Unit Note Time Frame: Obgoing

Actions taken for 2007-2008:

Each year the faculty of the IU School of Liberal Arts arrange a pitch-in (a "Staff Appreciation Luncheon") to thank staff for all that they do for the School's Strategic Plan. The Dean created an annual staff award. Each year the Don Schalabeis Outstanding Staff Recognition Award honors a staff member with a cash bonus and plaque

Evidence of Progress for 2007-2008:

Requests for bonuses for staff in recognition of outstanding service and healthy competition for the Don Schultheis Outstanding Staff Recognition Award.

time the Staff Appreciation Luncheon and the Don Schultheis Outstanding Staff Recognition Award and follow-up on outcomes derived from the TNL activities

Goal 5: The School of Liberal Arts maximizes its resources to further its mission and pursue its strategic development Rationale: The School must be a responsible steward of its state and private resources.

(B) Objective 1 (articulated a Action Step under Good 5 in the School's Strategic Plan). The Dean's Office and appropriate faculty and staff committees work together to set priorities in implem Secondary Goale: Best Practices, Colaboration Secondary Goale: Secondary Goale: Sea User: None Transcription of the Practices of the

The Liberal Arts Dean's Office worked closely with faculty and staff in developing a Strategic Plan. The plan was approved by the School's Faculty Assembly and staff and the Dean's Office continues to work with faculty, staff, and students with respect to imples

The Dean, in cooperation with the Chairs, developed measures for excellence in teaching and learning (extraordinary successes in research, scholarship, and creative activities are summarized above).

Evidence of Progress for 2007-2008:

The Strategic Plan of the IU School of Liberal Arts was approved by Faculty Assembly, the staff, and by our Student Council and the implementation process is well underway and is undergoing additional scrutiny and updating as part of the transition to new leadership

Activities planned for 2008-2009:

The IU School of Liberal Arts will develop success measures for the Strategic Plan by involving departments and faculty committees in the implementation process. Comparable to the measures of excellence in research developed in 2005 and the measures for excellence in teaching and learning in 2007, the Dean in cooperation with the Chairs will develop measures for excellence in service and civic engagement

With the transition to new leadership the alignment of the school's Strategic Plan with the goals articulated in the Academic Plan for IUPUI is under close scrutiny in efforts to enhance planning efforts for the immediate and more long-term future

© Objective 2 (articulated as Action Step under Goal 5 in the School s Strategic Plan): Make strategic investments, pursue promising opportunities, and utilize existing resources as effectively as possible.

Campus Planning Theme: Best Practices, Civic Engagement, Collaboration

Secondary Goal

The IU School of Liberal Arts, based on the Strategic Plan, is relying on the cooperation among the Dean's Office and the faculty and staff governance structures to advance its plans and conduct its operations

Implementation of the Strategic Plan of the IU School of Liberal Arts and renewed discussion of its goals and objectives under the leadership of the new dean of the IU School of Liberal Arts.

Continuation of the implementation of the Strategic Plan of the IU School of Liberal Arts and updating of its goals and objectives under the leadership of the new dean of the IU School of Liberal Arts

© Objective 3 (introducted as Action Step under Goal 5 in the School's Strategic Plan). Review all programs and departments to ensure that they are functioning at the highest levels of efficiency is support of the goals of the strategic plan. Secondary Goals Seemant Secondary Goals Seemant See

Actions taken for 2007,2008:

In process. The external review of academic programs offers especially good opportunities for assessing performance and efficiencies.

Evidence of Progress for 2007-2008:

The departments of World Languages and Cultures, Communication Studies, Sociology, and Philosophy participated productively in this process in the past year

Activities planned for 2008-2009: Since the IU School of Liberal Arts' Strategic Plan was approved in 2005, we are pursuing implementation through departments and faculty co

© Objective 4 (articulated as Action Step under Goal 5 of the School's Strategic Plan): Increase philanthropic giving to support the priorities of the strategic plan. Campus Planning Themes Best Practices, Colaboration Secondary Goals: See Marit That Trans:

The IU School of Liberal Arts is actively engaged in development on a number of fronts.

These include: Annual, major and planued gift solicitations that are on-going; meetings of with major donors; providing opportunities for donors to speak to planued gift professionals; hosting several donor recognition events; providing active stewardship of current and planued gift donors.

FY 2007-2008:

Dollars raised: \$535,500 Number of Donors: 1080

Alumni donors: 516; Friends: 506; PU alumni: 4; Corporations: 19; Foundations: 10; Other 25.

Development of new contacts with young alumni and continued involvement of the Dean's Research Advisory Council and IU Alumni Association Board.

Activities planned for 2008-2009:

This is a transitional year as a new drun takes over. The assistant drun for development accompanied the drun for a week long intensive training on the basics of fundraising, at the Fund Raining School, A Priorities Planning Committee has been appointed and an inventory of funding priorities is under-developments. The PPC will meet throughout the year to establish the school's fund raining priorities in light of School, Campus and University projects.

At the same time, we will continue to pursue the many activities we engage in with respect to development. Enhancing on-line giving opportuni

The second class of Student Ambassadors has been recruited and trained.

© Objective 5 (articulated as Action Step under Goal 5 of the School's Strategic Plan). Increase the number of majors, graduate students, and credit hours taught in a manner that maximizes revenue but also maintains quality of students and programs. Planning Theme: Teaching and Learning, Best Plantices, Campus Climate for Diversity, Colabboration Secondary Coality.

Attract and retain top talent in students. Incoming students continue to improve in measurable terms (test scores, average GFA, class rank, AP credit dual college credit extend). Our average SAT scores for new students are now just a little over one thousand. Eurobineset also continues to move toward full-time (66% of our under graduates. See also Goal 1, Action Step (Objective 7), and Goal 5, Action Step (Objective 7).

| Enrollments as of Census (data from ER21LE report, official census) | | | | | | &mbsp: | | &mbsn: | &mbsp: | : |
|---|--------------|---------------|----------|-------|--------|-----------------|----------|--------|--------------|--------|
| | | 2008Headcount | | | | 2008Credit Hour | 10000 | | | 2007 |
| Category | Total Enroll | # Change | % change | | Cr Hrs | # Change | % Change | | Total Enroll | Cr Hrs |
| Course Enrollment by Dept Total (undergraduate and graduate combined) | | | | | | | | | | |
| Ugrd and Graduate Total | | 20775 | -359 | -1.7% | | 63467 | -961 | -1.5% | | 21134 |
| Undergraduate Total | | 19984 | -335 | -1.6% | | 60986 | -906 | -1.5% | | 20319 |
| Graduate Total | | 791 | -24 | -2.9% | | 2481 | -55 | -2,2% | | 815 |

Our total student credit hour production has declined by 3% (~ 4000 cr. Hrs.) in five years

Lower division credit hours have declined by 5%

"service" credit hours (hours taken by non-LIBA students) have declined by 10% in five years. The declines have continued into this year (-1.6)

Graduate credit hour production has plateaued since 2005 (declined 4% this year)

Our credit hours have declined most (-10% in "service courses" offered to other departments.)

We are exploring reasons (community college, better prepared students come with college credits/equivalencies), we are implementing ways to restore credit loar enrollments through alternative course scheduling (shorter courses, staggered beginning dates, more advanced course sections in the full, online courses, etc.)

| Resident/Out-of-state | | | | | | | | | | |
|---|--------------------------|-----------------------------|--------------|----------|------------|------------|-------------------------------|-------------------|---------|----------------|
| In-State | 1594 | 98% | 26 | | &nlssp | | | | | |
| Out-of-State | 33 | 2% | 7: | 5 22% | | | | | | |
| | | 1627 | | 337 | | | | | | |
| | | | | | | | | | | |
| Program | Undergrad | 96 | Graduate | 96 | | | | | | |
| Certificate | | 37 | 2% | 20 | 6% | &mbsp | | | | |
| AA/AS | | 17 | 1% | 0 | 0% | | | : | | : |
| BA/BS | | 1572 | 97% | 0 | 0% | : | : | | | : |
| MA/MS | | 0 | 0% | 292 | 87% | | | | | |
| PhD | | ů. | 0% | 25 | 7% : | | : | : | : | &absp: |
| Other | | ĭ | 0% | 0 | 0% : | | : | | | |
| : | | 1627 : | 0.0 | 337&mbsp | : | : | : | : | | |
| | : | | (Includes GF | | : | : | : | | | : |
| | | | : | &mbsp: | | &nosp, | | | | |
| | | | | denbsp; | | &nosp | | &nosp | , | &mbsp |
| Liberal Arts Majors Enrolled Fall 08 | ** 1 | | | | 0.1. | | | | | |
| | Undergraduate | ACCOUNT TO A | | | Graduate | | | | | |
| | | 2008LIBA | | | &mbsp | | | &mbsp | | |
| | | 2nd major | UCOL | &mbsp | | | | &mbsp | | |
| LIBA | | 1627 | | &mbsp | GRLA/SC | | | &mbsp | | 337 |
| | &mbsp | | | | | &mbsp | | | | &mbsp |
| ASL | | 23 | 0 | 3&mbsp | &mbsp | | | | | &mbsp |
| ANTH | | 90 | 5 | 1 | AMPHILGCRT | AMPHILGCRT | American Philosophy GR CRT | | | 1 |
| COMM | | 272 | 1 | 48 | APLCMMA | APLCMMA | Applied Communication | &mbsp | | 39 |
| ECON | | 48 | 1 | 14 | ECONMA | ECONMA | Economics MA | | | 26 |
| ENG | | 258 | 7 | 22&mbsp: | ENGMA | ENGMA | English MA | | | 38&mbsp: |
| FREN* | | 20 | 5 | &mbsp | TESLCCRT | TESLCCRT | Tchg Engl Second Lang GR CRT | | | 9 |
| GER* | | 10 | 5 : | &mbsp | GISCCRT | GISCCRT | Geographic Info Sci GR CRT | | | 4 : |
| GEOG | | 24 | 1 | 3 | GISMS | GISMS | Geographic Info Sci MS | | | 5&cnbsp: |
| HIST | | 175 | 2 | 25&mbsp: | HISLS | | &mbsp | &mbsp | | 0 |
| INTLBA | | 51 | 11 | 9 | HISTMA | HISTMA | History MA | central, | | 44 : |
| PHIL | | 57 | 11 | 4 | PHILMA | PHILMA | Philosophy MA | | | 21 |
| | | | O : | | BIOETHGCRT | BIOETHGCRT | Bioethics GR CRT | | | 1 : |
| &mbsp | | 0 | O | | PHSTMA | PHLSTMA | Philanthronic Studies MA | | | 47 : |
| | | 0 | O | | PHSTPHD | PHSTDPHD | | | | 25 |
| | | 0 | | | | | Philanthropic Studies Ph.D | | | |
| | | | O | | PSMPA | PSMPA | Philanth Stds/MPA Dual Degree | | | 4 |
| POLS+ | | 207 | 4 | 36 | POLSMA | POLSMA | Political Science MA | | | 6 |
| RELS | | 43 | 0 | 1 | | | | | | |
| SOC | | 104 | 0 | 16 | SOCMA | SOCMA | Sociology MA | | | 22 |
| SPAN* | | 87 | 3 | 6 | SPANMAT | SPANMAT | Spanish MAT | | | 13 |
| IMP | | 9 | 0 | &mbsp | | | | | | 305 |
| PREIMP | | 32 | 2 | 3 | | | | &mbsp | | |
| PRELAW+ | | 62 | 2 | 24 | GRSC | | | | | |
| PARALEGAL+ | | 34 | 6 | 4 | MSTCTCRT | MSTCTCRT | Museum Studies GR CRT | | | 3? Not counted |
| MUSEUM | | 1 | O | | MUSSTMA | Masters | MUSSTMA | Museum Studies MA | | 32 |
| TRSTCCRT | | 2 | O | | PREDCCRT | PREDCCRT | Professional Editing GR CRT | | | 3?Not counted? |
| MISC^ | | 17 | 0 | 4 | | | | | | 343 |
| NonDegree | | 1 | 0 | | | | | | | |
| | | 1627 | 66 | 223 | | | | | | |
| | | : | | | | | | | | |
| echosp, Programs with * are part of WLAC.&nb: | | | | | convop, | ocarosp, | soutop, | ocnosp, | основр, | |
| WLACTOT | p, riogians with + | 119 | | | | | &mbsp | &mbsp | : | |
| POLSTOT | | | | | | | central, | | | |
| | | 303 | | | | | &mbsp | | | |
| | | | | &mbsp | | | | | | |
| MISC^ includes all AA students and misc | . students identified as | LIBA but not in an establis | | | | | | ******** | | |
| (primarily visiting students). | | NAME OF TAXABLE PARTY. | | | | | | &mbsp | | |
| AHAA | | 10 | | 3&mbsp | | | | &mbsp | | |
| SBSCAAA | | 7&mbsp: | | 1 : | : | | | : | &mbsp: | : |

Activities planned for 2008-2009:

Three interdispliancy indergraduate programs are in the proposal stage. Planeturings: Studes, Motorcoperts Studes, Anderson and Addison Discoperts Studes, Motorcoperts Studes, M

® Objective 6 (articulated as Action Step under Good 5 of the School's Strategic Plan). Promote, support and reward growth in external funding that supports the strategic plan. Campus Planning Them: Best Practices, Collaboration Secondary Good.
Secondary Good.
Sub Unit: None
Time Frame: 2006-2010

The IU School of Libertal Arts encourages the development of external great proposals from its faculty. As implementation of the Stategic Plan progresses, expectations are to become more fully international in supporting this activity and rewarding success in it. We hirred a greats analyst who is working with faculty and staff to develop, support, and monitor external great applications.

The School was awarded a new Signature Center dedicated to increasing supported research activity. The Institute for Research activity. The Institute for Research of School is the Center for the Study of Religion and American Culture.

Since 2006-07, IRSI members were awarded almost SIM in external funding, almost \$600,000 of that from the NIH. IRSI members also submitted proposals to external agencies during the same period totaling over \$2.6M, \$1.4M of which was to federal agencies including the NIH and NEH (see also Goal 2, Action Step [Objective 2]).

The addition of a guant analyst, who is working with faculty and staff to develop, support and monitor external grant applications, has already been deemed a success and expectations are that the success of the first year can be increased in the next year. The School awaits the availability of space on the first floor of Cavanaugh Hall for the consolidation of IRSI with support staff and graduate assistance.

© Objective 7 (aniculated as Action Step under Goal 5 of the School's Strategic Plan) Develop strategic recruitment activities to attract new students. Campus Planning Themse: Teaching and Learning, Campus Climate for Diversity, Civic Engagement, Collaboration Secondary Collaboration. Secondary Collaboration Secondary Collaboration. Sub Clark Note.
Time Framer-Outgoing

Actions taken for 2007-2008:

We use alumni to support our recruitment efforts.

The IU School of Liberal Arts is an active participant in the University's Enrollment Management

In collaboration with the Indiana Department of Education, Division of Language Miscority and Migrant Programs, Liberal Arts is centrally involved in META/Mapping Education Toward Achievement, a cose-day annual workshop for Hispanic high school students focused on careers and on preparing for college.

Evidence of Progress for 2007-2008:

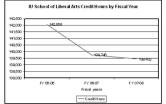
The Deam for Student Affairs and his staff were spectacularly successful in doubling the number of students who participated in the School's orientation program. Increased participation in middle school/high school visits and in opportunities to bring students to campus for special programming. Involved with multicultural outeach, indiana Latino Initiative, and other organizations to increase visibility and awareness of opportunities to bring students to campus for special programming. Involved with multicultural outeach, indiana Latino Initiative, and other organizations to increase visibility and awareness of opportunities to bring students to campus for special programming. Involved with multicultural outeach, indiana Latino Initiative, and other organizations to increase visibility and awareness of opportunities to bring students to campus for special programming. Involved with multicultural outeach, indiana Latino Initiative, and other organizations to increase visibility and awareness of opportunities to bring students to campus for special programming. Involved with multicultural outeach, indiana Latino Initiative, and other organizations to increase visibility and awareness of opportunities to bring students to campus for special programming. Involved with multicultural outeach, indiana Latino Initiative, and other organizations to be a support of the contract of the contract

In process: Expansion of the successful Summer Academy (Bridge) and Themed Learning Community programs.

© Objective I (articulated as Action Step under Goal 6 of the School's Strategic Plan): Consider renaming the School Camps Planning Theme: Best Pixelices, Croi: Engagement, Collaboration Secondary Collaboration Secondary Collaboration Seed Unit Note: The Transer Coupling The Dean's Office has been successful in impressing on its faculty the importance of including "Liberal Arts" as part of their institutional description with respect to publications, pres The IU School of Liberal Arts faculty and staff have become very aware of the need to identify the School in publications and public activities. We are seeing increases The new integrated image is in use and departments and programs are working more closely with the office of Development and External Affairs on image issues. Activities planned for 2008-2009: The Dean's Office will continue to impress on all person associated with the IU School of Liberal Arts the importance of including the School's full identification in all campus wide and public activities Departmental web sites are being addressed simultaneously with completion of the content on the School's new web site. Collaboration with IUPUT's web master and visual identity and marketing program are on going Objective 2 (articulated as Action Step under Goal 6 is the School's Strategic Plan) Actively brand a new name, or the current name, with all con Campus Planning Themse: Best Practices, Chic Engagement, Collaboration Secondary Goals. Sub Unit: Time France: Actions taken for 2007-2008: See Goal 6, Action Step (Objective 1). Working with IU's Integrated Image campaign to establish the School's signature and graphic on all materials, web sites, etc. Evidence of Progress for 2007-2008: The IU School of Liberal Arts is an active participant in many activities across campus. His FYI-Liberal Arts, a monthly 'tip-sheet' for the IU School of Liberal Arts is distributed to key administrators at IUPUI and IUB to ensure their understanding of the School and its contributions to the campus and community Activities planned for 2008-2009: The Dean's Office continues to impress on all persons associated with the IU School of Liberal Arts the importance of including the School's proper identification in all public activities The Dean's Office will continue to supervise design and printing on materials purported to represent any unit of the School, Development of departmental web sites to be in compliance with School, campus and university standards © Objective 3 (articulated as Action Step under Goal 6 in the School's Strategic Plan). Leverage existing and new relationships with corporate, nonprofit and government leaders to create vocal advocates for the humanities and social science. Camps Planning Themse: Best Practices, Civic Engagement, Collaboration Secondary Coulds.
Secondary Coulds.
See Learn None.
Time Framer-Ougoing Members of the DRAC, by way of e Continue to work with the Dean's Research Advisory Board to promote the IU School of Liberal Arts in the metropolitan area. Members of the DRAC have been active in support of Liberal Arts initiatives, including serving on the advisory board for the BA in Initiatives. mal Studies. The Dean is in the process of ap In addition, the Dean is active as a member of the Board of Directors of the American Cabaret Theatre, the Executive Committee of the Center on Philanthropy (a part of the IU School of Libertal Arts), and the Advisory Board of IU Press. The Dean has also been actively involved with the Indianapolis Co <!--[if !supportLists]-->Liiiiiiiiiiii-<!--[endif]--> \hat{A} \hat{A} \hat{A} Profile of Fiscal Health As FY 08-09 is underway, the LU. School of Liberal Arts is in a strong financial situation while at the same time faces some serious financial threats, mostly due to components outside the operations of the responsibility center FY 07-08 The LU. School of Libertal Arts fainthed the fiscal year with two positive outcomes and one mixed result. The positives are being this to increase the dollars in the reserve fund and to increase the shortfull reserve fund as mandated by the Board of Trustees Å. The mixed result was the ability to hold over some necessary carry forward funds to cover some of the new faculty members hired starting in FY 08-49 Å. Unfortune not enough dollars carried forward to cover all the new const for the faculty or committed programs. achieved vilide credit hours dropped slightly, appropriation dollars dropped (from FY 08 to FY 09), and assessments (cost allocations) increased Å Å Thus the LU School of Liberal Arts has achieved financial stability but the threats that are affecting other responsibility centers and the University are threatening the long term financial viability of one of the major schools of undergraduate education on the IUPUI Listed below are the actual credit hours, appropriation dollars, and assessment costs for the last three fiscal years and the budgeted amounts for each category for FY 09 Å This information and more items are listed in the attached Fiscal Health document

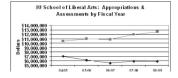
onsÁ Á Á Á Á \$6,192,667Á Á Á Á Á Á Á Á S5,536,845Á Á Á Á Á S5,943,862Á Á Á Á Á Á Á S5,916,010*

University Assessments (\$10,424,741) (\$10,847,974) (\$11,609,677)Â Â (\$12,592,755)*



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This graph below illustrates the growing assessments and the widening negative spread between the appropriations allocated to the LU. School of Liberal Arts and the assessments which is a major threat to the financial visibility of the School of Liberal Arts Å. The good news is that both issues are being addressed at the Campus level to review assessments overhead costs and the appropriation alloc



Although FY 08 was a strong financial year for the LU. School of Liberal Arts there are still those threats on the horizon. Â The LU. School of Liberal Arts would have been reversed the School of Liberal Arts would have been reversed the School of Liberal Arts would have had financial difficulties.

namial issues facing the IU. School of Liberal Arts are the leveling off or credit hors: (actually dropping slightly), the increasing expense of the IUV Compus assessments and the lowering of state appropriation dollars. Å The IU. School of Liberal Arts is one of the campus responsibility centers that has an affective increasing expense (56,676,749) as indicated in the Fiscal Health Report Å Å

step the tains increases have provided the accounty funds to pay the finely and staff and run the operations of the U. School of Liberal Arts. Although owned about personances have been kept in control due to the funcion pressures, the U. School of Liberal Arts in School and Liberal Arts in

FY 08-09 and Beyond

Over next couple of years the LU. School of Liberal Arts will be focusing on the further internationalization of the curriculum and building renovations which will require financial resources. Å Å

ssing on strengthening the international curriculum as well as civic engagement and resourch by the newly developed international Studies Program which has been very successful in its first year of operation Å. In addition, the Confucius Institute has been established at IUPUI and is housed within the IU School of Liberal Arts Å. The IU School of Liberal Arts has hired a new finally member in program and work with the Confucius Institute Å. During FY 09 we will begin an exchange program with a consection of European universities that will provide IUPUI students the opportunity to study abroad at these universities as well as offering an opportunity for IUPUI faculty to teach in the participating universities and have faculty and students come to IUPUI for teaching and studying. Ä. Ä

uste University in the United Kingdom and Moi University in Kenyu Å These complement I.U. School of Liberal Artsift^{EM} international programs currently in place, such as, those in Greece, Germany, Poland, Mesico, France, Spain, England, and Jordan Å Å

ent in these programs will provide new opportunities for students and faculty as well as increasing the reputation of IUPUI.

Renovations

The U.S. Shool of Liberal Arts will continue to make some needed renovations to Commandy Hall to complement the connector to the new Campus Center as well as supposed other public areas. All The renovations to we connect in the bobbles of the second and third flow in Commandy Hall as well as semination conference on the connector to the new Campus Center as well as supposed other public areas. All The renovations to the connector to the semination conference on the connector to the new Campus Center and third flow in Commandy Hall as well as semination conference on the connector to the connect

- <!--[if!supportLists]--> R. ALALALALA <!--[endit]---The renovation of CA 423 for faculty and staff offices At this point in time it is unclear what the cost will be for this possible re

- <!--[ff !supportLists]-->R®AAAAAAA.<!--[endit]-->There is the possible renovation of room CA 207 to be used for faculty offices Estimation of cost is about \$125,000.

- There are not enough funds to do these renovations during FY 08-09 so they will need to be done on an incremental basis

PhD. Program in Health Economics and Nonprofit/Philanthropic Economics

Reallocation Plan

During 2008-2009, the School of Liberal Arts received \$45,000 of reallocation funds, to support additional graduate st

&nbsn Other Question(s)

Ve have addressed the challenge of increasing the number or undergraduate degrees guarted by the School of Libertal Arts on several from Attaching. The access configurate in the 2007-200 and such mix per a configurate in the 2007-200 and such mix per a configurate in the 2007-200 and such mix per a configurate per a per a configurate in 2007-200 and mix per a configurate per a configurat

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- Internation and a new consequence, to the pursued to increase graduation rates have included:

 **The pursued to increase graduation rates have included:

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- the last five years.

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Day:

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On budget priorities would be () maintenance of current operations with respect to degree and conflicting regions are more level to be described by the facility will be lambded in the decision making process.

The budget priorities would be () maintenance of current operations with respect to degree and conflicting regions for the bounds of our medicular, therefore managing at current levels to the extent possible. (ii) retaining full time faculty and stuff in the school to the cutter possible followy. Accordingly, we would attempt to meet a 3.5% budget reduction through the following steps: (i) budding saley increases that we wrange level, can be as one process. (ii) foreign in the process of the bounds of the process of the proce

Actions:

We would maintain critical operations and sever in the filture in the following ways, Actions: Our biggest and most valuable investment is in our field-time fourthy, and stuff, therefore, as indicated above, or priorities in implementing any budget reductions would be retaining everyone we currently have, and adjusting teaching assignments in order to maintain course offerings at current levels. Activity, With respect to investing in the fitner would be a retained bedget year to focus on internal plans and processes that would prepare us to move foreard registly occur the bedgets are to focus on internal plans and processes that would prepare us to move foreard registly occur the bedgets and approval of anne curricula and degree proposals, in such as plantafficepic studies, brait in communications, builds proporate in development and evelopment of courses and programs officing is public behalf and callural competency; (ii) continues be pain in 2018-2019 with our Priorities Planning Committee of preparing for a unifor fundaming campaign, and (iv) continuing selectively with renovation projects in Ceremanyli Field, drawing upon a protion of the school of a service of the following and development and unique to the following and officing the following and officing the following and officing the following and office of the following and officing the following the follow

Schools;

(Sathy):

Facily involvement in these processes which is maintained through the following channels: (i) the school's standing Resources and Planning Committee, which meets monthly with the Dean and with the Assistant Dean for Finance and Administration of the school's financial situation and plans at Faculty Assembly meetings.

ents or plans that require multiple year funding, including the amount of funding required and the length of time the initiative's funding is required

ed Chairs. Some endowed chairs in Liberal Arts require annual matching funds from the school Currently these total \$126,000 per year, on an ongoing basis

logy. Life Cycle Funding for computers requires an ongoing commitment from Liberal Arts of \$57,000 per year.

1997; re is need for upgrading research space including the Institute for Research on Social Issues, moving and consolidating offices in the Department of Geography, upgrading other faculty offices, and completing our Student Affairs Gateway into Cavanaugh Hall from the Campus Center

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Fig. 11—12 Adaps, Adap

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In addition, reserve funds will be used, if needed, to cover financial deficits from School of Liberal Arts operations, if such deficits occur due to the economic downtum.

Acutory

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What are the current numbers and percentages of tenure-track faculty, clinical faculty, and lecturers in your school?
 Please describe your plan for allocating new faculty positions so as to influence the number and percentage in each category.

According to the data after the October 2008 "census" of faculty, the IU School of Liberal Arts has 211 faculty; 144 (65%) tensure related, 67 (32%) non-tensure track. Currently three tensure-related searches are underway, all to fill existing but vacuat lines, and all searches are conducted in a manner to assure that the respective pools of applicants include underrepresented faculty, databases.

6. Hew do you define return on investment for diversity efforts in your unit (e.g., numbers of faculty/staff/students recruited and retained, grants received for special studies, new teaching methods or courses, placement of graduates, program reputation? What are you doing to improve your ROI?

Research is not teaching of Borel acts disciples deal by definition with developing in many ways—across time, place, religion, ethnicity, culture, legislative, pergram reputation? What arrayse doing in impress year 807

Research is not teaching of Borel acts disciples deal by definition with developing in many ways—across time, place, religion, ethnicity, culture, legislative, culture, and recircions. When defined one return on investment for discreptly in vision ways, shadop. One is one increased number of underrepresented faculty, most promisently the three public scholars in the African Disappers Studies Program who have combined estigations of the proposal of an angive in African Studies, and the creation of a travel to the public scholars in the African Studies, and the creation of a travel to the public scholars in the African Studies, and the creation of a travel to the public scholars in the African Studies, and the creation of a travel to the public scholars in the African Studies and Native American Indian Studies and Native American Indian

factory:
The recruitment of underrepresented tundents in cogning and mostly in concert with campus-wide efforts such as Campus Day. Those recruiting efforts have received significant support—and have already achieved nuccess—by the Clarijon undergraduate research scholarship programs, part of CTE investment with very tangible returns. Also, the school's participation in numer academy programs and (florance) learning communities is serious and significant and has had some success in returning and graduating a more deviewer. Bleval arts started body, including increasing numbers of international students enrolled in the liberal arts. Authop, florally, the impact of our deversity efforts. Author, porturn, and faculty and visiting researchers. Authop, in the last year alone, our school has added misers in European Studens and Islamic Students, excepts, porture porturn, porturn, and faculty and visiting researchers facility. In the last year alone, our school has added misers in European Studens and Islamic Students, excepts, porturn porturn, porturn, and faculty and visiting researchers facility. In the last year alone, our school has added misers in European Studens and Islamic Students, excepts, porturn porturn, porturn, and faculty and visiting researchers facility, in the last year alone, our school has added misers in European Studens and Islamic Students, excepts, porturn, porturn, porturn, and faculty and visiting researchers facility in the school of participation in numer academy programs and (florance) facilities for the school of participation in numer academy programs and (florance) facilities for the school of participation in numer academy programs and (florance) facilities for the school of participation in numer academy programs and (florance) facilities for the school of participation in numer academy programs and (florance) facilities for the school of participation in numer academy programs and (florance) facilities facilities for the school of participation in numer academy programs and (floranc