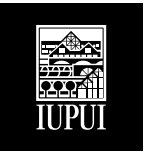




- 1– Attract and support a better-prepared, more diverse student population.
- 2– Support and enhance effective teaching
- 2– Enhance undergraduate student learning and success.
- 5– Provide effective professional and graduate programs and support for graduate students and post-doctoral fellows.

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

- 14–Enhance capacity for civic engagement.
- 14–Enhance civic activities, partnerships, and patient and client services.
- 18–Intensify commitment and accountability to Indianapolis, Central Indiana, and the state.
- 18– Education outreach
- 21– Health Outreach
- 21– Arts and Humanities
- 21– Science and Technology
- 22– Economic Development and Technical Assistance



As Fiscal Year 2001-2002 came to a close just before this past fall semester, it had become clear that the Campaign for IUPUI—the first-ever comprehensive campaign for all of IUPUI’s units and programs—would surpass its goal of \$700 million well in advance of its scheduled conclusion in 2004. In December 2002, we assembled our friends and supporters, our academic community, and all those who had contributed extraordinary time and effort to the campaign to tell them the good news. We were over our goal by \$28 million—with 20 months yet to go—and lots of energy left to make the final push and achieve the goals set for individual schools as well.

A list of just a few of the projects made possible by generous leadership gifts tells a compelling story.

- Inlow Hall, our new law school building, named in honor of the late Lawrence Inlow

- Eskenazi Hall, the new home for the Herron School of Art, named in honor of Sid and Lois Eskenazi

- The IU School of Medicine Research Building II, with a lead gift by Clarian Health Partners

- The Paul and Carol Stark Neurosciences Research Institute, endowed by the Starks in addition to their helping fund the Stark Chair in Pharmacology and the Stark Neurosciences Scholarship Fund

- The Lake Institute on Faith and Giving, made possible by a gift from the Lake family in memory of former Lilly Endowment president Tom Lake

- \$25 million in scholarships for our students, including the Masarachia Scholars Program, established by retired United Steelworkers of America representative Sam Masarachia to provide four years of full tuition and expenses for 12 new students in the School of Liberal Arts each year

- 43 new endowed chair positions, including the first chair established in our Purdue School of Engineering and Technology: the Thomas J. Linnemeier Guidant Foundation Chair in Biomedical Engineering

- 21 professorships in a variety of disciplines across campus.

Receiving such a generous response from our community to the Campaign for IUPUI was a highlight of the past year, but our 2002 Performance Report includes many other points of pride. In addition to reaching our campaign goal, income from external grants and contracts reached a record high. National recognitions came our way for excellence in Gateway Programs, Learning Communities, academic advising, service learning, graduation of athletes, and other support for undergraduate learning. Our faculty rose to leadership positions in their professional organizations in ever-greater

numbers and earned praise for their scholarship, teaching, and service. In preparation for a site visit by the North Central Association, in conjunction with our 10-year reaccreditation, we assembled a state-of-the-art web-based institutional portfolio that links achievements to goals, performance to planning, in a way that should become a new national model for institutional research, assessment, and accountability.

The renowned educational theorist John W. Gardner observed: “Where community exists, it confers upon its members identity, a sense of belonging, and a measure of security. A community has power to motivate its members to exceptional performance. It can set standards of expectation for the individual and provide the climate in which great things happen.” It is in that spirit that we share with our community this record of our performance. There is much, much more to say about this past year at IUPUI, but we will let this report speak for itself.

Gerald L. Bepko	William M. Plater
Chancellor	Acting Chancellor
	Dean of the Faculties

INTRODUCTION

IUPUI’s campus vision is to be “one of the best urban universities, recognized locally, nationally, and internationally for its achievements.” The 2001-2002 academic year was marked by significant accomplishments and progress toward this vision. Important among these accomplishments was the development of a refined mission, vision, and goals statement and a new strategic plan—efforts that emerged from a changing environment for higher education in Indiana and an upcoming accreditation review of the entire campus.

The strategic plan, available online at www.planning.iupui.edu/mission/missionvalue.pdf, reaffirms IUPUI’s commitment to meeting the educational needs of Indianapolis, Central Indiana, and the state and to collaborating with community partners to support the ongoing development and vitality of our region. It defines diversity and pursuit of best practices as core values that infuse all campus efforts and activities. Finally, it sets forth goals, objectives, and performance indicators for each key component of our mission: Providing for our constituents excellence in teaching and learning; research, scholarship, and creative activity; and civic engagement. The past year saw notable achievements in each of these three areas:

- In teaching and learning, IUPUI realized significant gains in retention, enrollment, and student qualifications, won national recognition for innovation and effectiveness in its efforts

to improve retention, and continued efforts to develop a welcoming campus environment and robust campus life for all students.

- In research, scholarship, and creative activity, IUPUI achieved an all-time high of over \$200 million in external grant and contract income. Last year’s gift of over \$100 million from the Lilly Endowment continues to support the Indiana Genomics Initiative. This initiative, along with others, will help IUPUI and Indiana strengthen their national leadership in such areas as the life and health sciences and technology.
- In civic engagement, the campus’s new goals include intensifying our commitment and accountability to Indianapolis, Central Indiana, and the state. An early step in working toward this goal was the development of a Civic Engagement Inventory on the World Wide Web that will help both the campus and our community stakeholders assess our impact and progress in improving the quality of life in such domains as PK-12 education, health, and economic development in the region.

This annual report for 2001-2002 is organized around our three key mission areas and our major goals for each, with an additional section devoted to best practices. Along with information on highlights of our achievements for each goal, the report also includes data on IUPUI’s fiscal health and important statistics on our students, faculty, and staff. Finally, it includes information on our performance in relation to the main

performance indicators developed as part of the year’s strategic planning effort.

We hope this report provides you with useful information and we welcome comments and questions on it. Comments and questions may be directed to:

Susan Kahn, Director
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Indianapolis, IN 46202
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EXCELLENCE IN TEACHING AND LEARNING

Efforts to improve teaching and, especially, student learning outcomes focused this year on retention, transfer, diversity, and campus infrastructure. The Gateway Program, a campus-wide collaboration aimed at improving first-to-second year student retention through increased support for new students, curriculum revision, and faculty development, won recognition as a national model for such efforts from the Hesburgh Award program. External grants for home-grown teaching approaches like Just-in-Time Teaching helped solidify IUPUI's national reputation as an innovator in undergraduate education. At the graduate level, new programs aimed to serve the changing workforce needs of the city and region.

Attract and support a better-prepared, more diverse student population.

- *Transfer applications and enrollments from Ivy Tech-Indianapolis* grew substantially as a result of collaborative curriculum arrangements, including the Passport program. In addition to a record number of transfer applicants, we also saw a 24 percent increase in enrollments of new transfer students from Ivy Tech-Indianapolis, with 372 students this year, up from 301 last year. The overall grade point average of transfer students improved from 2.59 to 2.68.

- The *Community Learning Network (CLN)* offered over 1,000 courses and 17 certificate programs to learners at sites throughout the Greater Indianapolis area. New student applications through CLN increased this year by 7 percent, from 859 to 921, while enrollments grew 6 percent, from 816 to 868. IUPUI graduation rates at CLN sites increased 17 percent, from 323 to 377.
- *Project TEAM* is an initiative of the IU School of Education aimed at recruiting talented low-income and first-generation college students, along with other students committed to serving urban and culturally diverse schools, into the teaching profession. Currently, 30 students

enrollment increases in the Center's part-time program.

- Designed to serve non-traditional students, the *Nina Mason Pulliam Legacy Scholars Program*, an initiative of The Nina Mason Pulliam Charitable Trust, provided awards to its first cohort of five students at IUPUI (along with 12 students at Ivy Tech and a total of 23 students at partner institutions in Arizona). The program includes an assessment component to help IUPUI and other participating campuses evaluate and improve effectiveness in meeting the needs of non-traditional students.

Efforts to improve teaching and, especially, student learning outcomes focused this year on retention, transfer, diversity, and campus infrastructure.

- are participating in the program, which includes an honors seminar and opportunities to work directly with students in Indianapolis schools.
- IUPUI's *Center for Young Children* was awarded a four-year Childcare Access Means Parents Stay in School (CAMPSIS) grant to provide low-income student parents with access to high-quality campus child care. The first-year award of \$94,000 led to substantial

- *Planning and development of new facilities* for students continued as part of IUPUI's ongoing commitment to creating and sustaining a dynamic campus environment and student community. Designs for a new 800-bed resident-apartment community, as well as a \$49 million, 250,000 square foot Campus Center, were completed, with anticipated openings in Fall of 2003 and 2005, respectively.

*The whole art of teaching is only the art of
awakening the natural curiosity of young minds
for the purpose of satisfying it afterwards.*

~ Anatole France

Support and enhance effective teaching.

- The *Office for Professional Development (OPD)*, now in its third year, served almost 4,500 faculty and staff members this year through individual consultations, seminars, workshops, and other programs. Focuses of OPD's work included effective uses of instructional technology, findings from new research on teaching and learning, and issues of multicultural teaching and learning, among others.
- The *School of Public and Environmental Affairs (SPEA)*, in collaboration with SPEA-Bloomington and IUPUI's Center on Philanthropy, implemented the Nonprofit Management Certificate Online, attracting students from Indianapolis, the nation, and the world. SPEA also offered the Indiana State Leadership Public Management Certificate in a four-week intensive weekend format, with course content designed for state government employees. Credits from the intensive program are applicable to a Master of Public Affairs, should students wish to continue.
- A grant from the National Science Foundation is supporting collaboration among the departments of Biology, Chemistry, Mathematical Sciences, and Physics to implement *Just-in-Time Teaching*, an innovative teaching program developed by IUPUI faculty. The program's approach, proven to increase retention and boost critical thinking skills, combines Web-based preparatory assignments

that help students and faculty identify areas of difficulty with active learning approaches in the classroom.

- IU's online teaching and learning environment, *Oncourse*, supported the development of course tools and online learning for more than 65,000 active users. One of the nation's largest course-management and information systems, Oncourse was used by 70 percent of IUPUI faculty this year and earned an overall 94.7 percent satisfaction rating in a UITs User Satisfaction Survey.

Enhance undergraduate student learning and success.

- *Retention of first-time, full-time students to the following fall increased substantially*, from 58.1 percent for the class entering in 1999 to 61.5 percent for the class entering in 2000. This increase is nearly three-and-a-half times our initial goal of improving retention by one percentage point per year. The work of University College with entering students and the Gateway Program, a campus-wide initiative that combines faculty development with new approaches to supporting student learning in large introductory courses, were major contributors to the increase.
- The success of the *Gateway Program* won national recognition with a Certificate of Excellence from the Hesburgh Award program sponsored by TIAA-CREF.





- “*Making Meaning out of Tragedy*,” a series of campus educational forums, was part of a comprehensive university response to the September 11 tragedy intended to support international students and bring together the IUPUI community. Other events included opportunities for student service, education on valuing diversity, and weekly educational seminars.
- The three-year-old *Office of Student Life and Diversity*, in collaboration with the *Undergraduate Student Assembly*, the *Student Activities Programming Board*, and the new *Cultural Enrichment Programming Committee*, provided approximately 7,000 students with opportunities to participate in on-campus programs and events. Getting students involved with campus activities and organizations is a proven method for enhancing student learning, retention, and academic success.
- *IUPUI student-athletes* garnered multiple recognitions for academic excellence this year. The IUPUI Women’s Basketball Team was named by the Women’s Basketball Coaches Association as one of the top teams in the country academically. Twelve upper-class student athletes were accepted into Chi Alpha Sigma, the National College Athlete Honor Society. Overall, 52 percent of student athletes earned at least a 3.0 GPA. Athletes and coaches also demonstrated dedication to community service, together devoting more than 1,400 hours to community activities.

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

- The *Department of Chemistry*, in partnership with Eli Lilly, Dow Agrosciences, Heritage Environmental, and Reilly Industries, developed a new graduate co-op program leading to the Master of Science degree.
- A new professional doctoral degree, the *Doctor of Physical Therapy*, was approved by the Indiana Commission on Higher Education in November 2001, with plans to enroll the first class of 24 students in the fall of 2002.
- The *Purdue University Graduate School* approved graduate certificate programs in Computer-Aided Mechanical Engineering and Digital Signal Processing, as well as a combined five-year bachelor’s degree in Physics and a master’s degree in Mechanical Engineering.
- The *Master of Public Health (MPH) Program* was granted accreditation by the Council on Education for Public Health. The location of this dynamic MPH Program at IUPUI will help the campus respond to the urgent need for highly qualified public health professionals and an enhanced public health system in Indiana.

If you have built castles in the air your work need not be lost: that is where they should be. Now put the foundation under them.

~ Henry David Thoreau

Student Satisfaction

Between 1995 and 2001, there have been substantial increases in student satisfaction with the registration process, the amount of financial aid available, use of technology in the classroom, and relevance of courses to career goals and objectives. Satisfaction with the quality of instruction and availability of faculty for discussion outside class has also increased over time. The figures below represent the percentages of students responding that they were “satisfied” or “very satisfied” with the following aspects of their experience at IUPUI.

	1995	1996	1997	1998	1999	2001
Registration Process	74%	80%	83%	88%	84%	83%
Overall Academic Experience	78%	83%	82%	84%	82%	85%
Quality of Instruction	77%	81%	81%	82%	80%	83%
Quality of Teaching by Faculty in Major Area	77%	79%	79%	78%	78%	82%
Courses in the Major Area	75%	77%	79%	79%	77%	80%
Availability of Faculty for Discussions Outside Class	65%	71%	69%	69%	68%	72%
Use of Technology in the Classroom	59%	63%	67%	68%	69%	73%
Advising	51%	55%	58%	59%	55%	56%
Classroom Environment	40%	49%	48%	45%	46%	48%
Amount of Aid Available	32%	39%	41%	40%	41%	41%
Availability of Parking	23%	30%	31%	36%	30%	20%
Relevance of Courses to Career Goals and Objectives	62%	65%	71%	67%	72%	71%
Health and Social Services	70%	75%	78%	77%	81%	82%
Arts and Sciences	60%	67%	74%	65%	69%	68%
All Others	60%	62%	69%	66%	71%	67%

Note: Continuing Student Satisfaction and Priorities Survey was not conducted in 2000.

Alumni Employment and Further Education Outcomes

The vast majority of recent alumni believe that their education prepared them well for their jobs. Nearly eight of ten undergraduate degree recipients report that they are working full-time the year after receiving their degree.

	'92-93	'93-94	'94-95	'95-96	'96-97	'97-98	'98-99	'99-00	'00-01
Percent Employed Full-Time	79%	80%	79%	80%	80%	81%	79%	80%	77%
Percent Advancing based on Degree ¹	na	45%	48%	50%	52%	56%	52%	50%	48%
Percent Pursuing Further Education Full-Time	8%	8%	9%	9%	8%	8%	9%	9%	10%
How well Education Prepared for Current Job ²	89%	86%	87%	89%	90%	91%	90%	90%	87%
Enhancement of Future Prospects ²	95%	96%	95%	95%	96%	96%	96%	96%	95%
Satisfaction with Overall Quality of Education ³	74%	na	88%	86%	89%	88%	91%	88%	88%
Satisfaction with Instruction in Major ³	73%	86%	80%	78%	83%	83%	85%	81%	83%
Advising ³	43%	51%	50%	50%	53%	55%	56%	55%	55%
Relatedness of Job to Major	82%	84%	83%	82%	84%	88%	82%	83%	83%
Health and Social Services ⁴	98%	97%	98%	97%	97%	99%	98%	97%	97%
Arts and Sciences ⁴	65%	66%	59%	64%	65%	73%	61%	73%	76%
All Other Fields ⁴	79%	83%	83%	79%	82%	86%	80%	79%	78%

1- Percentage of respondents employed full-time who remained at their current job and received a raise or promotion or who got a new job because of their degree.
2- Percentage responding somewhat or very well.
3- Percentage responding satisfied or very satisfied.
4- Percentage responding somewhat or directly related.

EXCELLENCE IN RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY

External grants to support research at IUPUI soared to an all-time high of over \$200 million in 2001-2002, allowing the campus to continue to develop a national leadership role for Indiana in such areas as life sciences research. Grants also boost the state economy; for every \$1 million received in grants, over 41 jobs are created, while two-thirds of every dollar received is spent locally.

Enhancements to the research infrastructure, such as I-Light, a high performance optical fiber network, and the expansion of IU's IBM SP supercomputer, one of the nation's largest university-owned supercomputers, provide technological capabilities unequaled in the nation. A different kind of support for faculty research was provided by the Office of Research and Graduate Education and the Office for Professional Development, which supplied internal seed monies and grant consultation services for faculty members launching new research projects and programs.

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

- IUPUI achieved an all-time high of over \$200 million in external grant funding this year.
- Researchers in the *Oral Facial Genetics Division of the School of Dentistry* discovered specific genes that influence how a patient responds to orthodontic treatment. Faculty members in the division also collaborated with the Preventive and Community Dentistry Program to establish, for the first time, a genetic basis for the development of dental fluorosis.
- The Schools of Medicine, Nursing, Dentistry, Science, and Engineering and Technology are major partners in the *Central Indiana Life Sciences Initiative*. Created to spur the development of a community of biomedical research efforts and health-based businesses in Indianapolis, the program is a partnership among the city of Indianapolis, the Central Indiana Corporate Partnership, the Indiana Health Industry Forum, Indiana University, and Purdue University. Among the partnership's first efforts was the purchase this year of

Grants also boost the economy; for every \$1 million received in grants, over 41 jobs are created, while two-thirds of every dollar received is spent locally.

- The Lilly Endowment gift to the Indiana School of Medicine of over \$100 million to support the *Indiana Genomics Initiative (INGEN)* has already influenced the school's infrastructure and educational programs. New researchers have been recruited; the first cohort of students has begun the INGEN Biotechnology Certificate Program; INGEN funds have helped attract extramural dollars for research; and INGEN-sponsored conferences and lectures
- property at 10th Street along the canal, next to IU's Advanced Research and Technology Institute, for development of an incubator for life sciences and technology start-up companies.





Provide support to increase scholarly activity and external funding.

- *University Library* now subscribes to nearly 1,800 electronic journals. Through databases available to all library users, IUPUI faculty, staff, and students, and Indianapolis community members have immediate access to approximately 10,000 electronic journals and 8,000 electronic books. Ongoing improvements to hardware and software capabilities will allow for continued expansion of these electronic resources to bring more information to faculty, staff, students, and community members.
- The *Office of Research and Graduate Education* created several new resources to support faculty seeking external research funding. These include online modules on developing grant proposal budgets, a new faculty orientation to research opportunities at IUPUI, and an enhanced version of the online newsletter, *Research Communicator*, which alerts faculty to grant opportunities.
- The *Office for Professional Development* offered 11 workshops on grant writing to a total of almost 400 attendees.
- The *Office for Professional Development* and the *Office of Research and Graduate Education* together awarded approximately \$2.2 million in internal grant support to 89 projects. These internal grants provide seed funding for projects that may later win external

grant support or infrastructure support for projects primarily supported by external funds.

Enhance the infrastructure for research, scholarship and creative activity.

- In December 2001, Governor Frank O’Bannon activated *I-Light*, the \$5.3 million, high performance, optical fiber network that links IUPUI, Indiana University Bloomington, and Purdue University, and connects all three to Internet2. I-Light has the capacity to move the entire written contents of the universities’ libraries from one campus to another in seconds and will serve as a key component of a state-wide infrastructure of supercomputers and fiber optic networks. Its capabilities will allow, for example, high-speed access to huge DNA and protein databases for scientists across the state.
- *IU’s IBM SP supercomputer* was expanded to one teraflop, making it one of the largest university-owned computers in the nation. Funded in part by the Lilly Endowment Grant for the Indiana Genomics Initiative, this expansion creates a unique facility in which IU has two massive data storage silos—one in Bloomington, one in Indianapolis—and connection to Purdue’s large-memory supercomputer. These new data capabilities will allow us to leverage the university’s strengths in biomedical and life sciences research and will provide for real-time, three-dimensional information sharing among scientists across the three campuses as they diagnose and treat diseases.

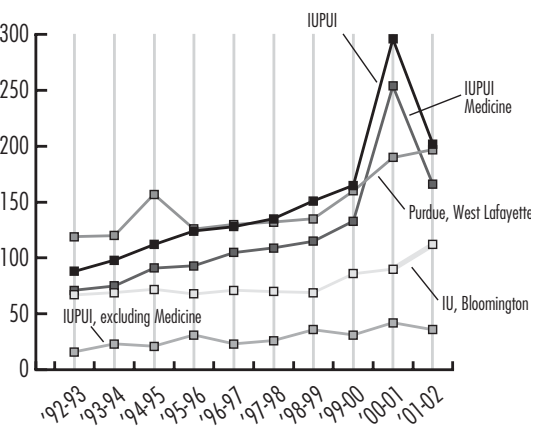
- The new *Visualization and Interactive Spaces Lab* is the first Pervasive Technology Lab to be based at IUPUI. The Lab, funded by the Lilly Endowment, is expected to encourage economic development in Central Indiana through technology transfer, industry partnerships, and the creation of new businesses.
- The *Informatics and Communications Technology Complex (ICTC)* is now under construction at the corner of Michigan and West Streets, the gateway to the IUPUI campus. The complex will be the hub of I-Light and the Internet2 Abilene Network and will house the IUPUI-based Pervasive Technology Labs. The ICTC will make information technology services, resources, and expertise more readily accessible to the IUPUI and Indianapolis communities, providing enhanced access to information technology resources for partnerships that benefit local research and economic development.
- The *IU Center for Bioethics (IUCB)* was established in July 2001 with a broad mandate to conduct research, engage in education, and provide service to the statewide IU community. The IUCB is an interdisciplinary effort currently supported by the School of Medicine, the Indiana Genomics Initiative, the School of Liberal Arts, and the School of Law.

Grant and Contract Awards

IUPUI continues to obtain record amounts of external grant and contract support for research, service, and instruction. Funding received by IUPUI has exceeded the figure for Purdue, West Lafayette for the past five years. While these numbers reflect in part the increasing success of the School of Medicine, IUPUI’s other programs are contributing significantly to this growth.

Fiscal Year (Figures are in millions of dollars.)										
	'92-93	'93-94	'94-95	'95-96	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02
IUPUI	87.6	97.7	111.7	124.3	128.3	135.4	151.2	164.5	295.5	202.4
IU, Bloomington	66.6	68.7	71.8	68.1	70.9	69.5	68.6	86.4	90.0	111.6
Purdue, West Lafayette	119.2	120.2	156.6	126.3	129.9	132.3	134.5	160.2	190.3	197.3
IUPUI Medicine	71.2	74.8	90.6	92.9	104.9	109.1	114.9	133.2	253.6	166.0
IUPUI excluding Medicine	16.4	22.9	21.1	31.4	23.4	26.3	36.3	31.2	41.9	36.4

Grant and Contract Awards Trend
(Figures are in millions of dollars.)



The Academic and Non-Academic Workforces

IUPUI’s academic workforce has grown in recent years. The most notable increase in the past two years has been in clinical positions, visiting faculty, and non-tenure eligible faculty. The increase in non-tenure eligible faculty reflects growth in the number of full-time lecturers. The number of non-academic appointments has continued to grow, following a deep decline in 1997 resulting from the move of hospital employees to Clarian.

	1993	1994	1995	1996	1997	1998	1999	2000	2001
Academic Appointments	1952	2001	2009	2074	2121	2115	2168	2177	2254
Tenured/Tenure Track Faculty (exc librarians)	1276	1268	1262	1267	1280	1284	1262	1241	1235
Tenured	853	866	872	879	874	906	918	908	882
Tenure Track	423	402	390	388	406	378	344	333	353
Percent Tenured	67%	68%	69%	69%	68%	71%	73%	73%	71%
Other Academic Appointments	676	733	747	807	841	831	906	936	1019
Postdoctoral Fellow	69	77	78	88	111	132	139	142	151
Researchers	180	192	189	198	191	189	200	193	188
Clinicians	182	213	212	236	269	257	299	329	352
Other Non-Tenure Eligible	78	84	77	66	62	46	60	51	80
Librarians	41	47	49	47	47	45	48	47	43
Visiting Faculty	126	120	142	172	161	162	160	174	205
Non-Academic Appointments	6964	6959	6758	6824	3456	3607	3726	3863	4057
Professional	1553	1650	1683	1784	1233	1323	1366	1539	1673
Clerical*	1823	1779	1723	1693	1184	1215	1239	1255	1281
Technical	2555	2515	2349	2395	631	670	721	651	698
Service Maintenance/Food Services	1033	1015	1003	952	408	399	400	418	405

*- Figure for 2001 includes one person classified as support staff.
Note: Figures prior to 1997 include the hospitals.

EXCELLENCE IN CIVIC ENGAGEMENT

IUPUI's new mission statement affirms our long-held commitment to community engagement to improve the quality of life, particularly in Indianapolis and Central Indiana. Our new strategic plan, for the first time, delineates specific goals, objectives, and performance indicators for this aspect of our mission.

During 2001-2002, IUPUI continued its nationally recognized efforts in service-learning, won the Mayor's Celebration of Diversity Award, and worked with community partners on such issues as homelessness, PK-12 education, health, economic development, technology, and the arts. (Special sections highlighting our work in some of these areas follow.) Our new online Civic Engagement Inventory at www.imir.iupui.edu/ceinv/ provides a database of community projects that can be searched by topic or academic unit. The inventory represents the first step in an effort to assess and systematically enhance the impact of IUPUI's civic engagement on the community, on our students, and on the campus as a whole.

Enhance capacity for civic engagement.

- IUPUI's *new strategic plan* includes, for the first time, performance goals and indicators that will help us assess our effectiveness in the area of civic engagement.
- Forty-six students were recognized by the *Center for Service and Learning* with scholarships totaling \$106,000 for their commitment to

campus organizations that promote days of community service for faculty, staff, and students at IUPUI.

The Civic Engagement Inventory represents the first step in an effort to assess and systematically enhance the impact of IUPUI's civic engagement

- The Center for Service and Learning, in collaboration with the Office of Information Management and Institutional Research and a campus-wide Civic Engagement Task Force, created an online *Civic Engagement Inventory* at <http://www.imir.iupui.edu/ceinv/> that brings together information on civic engagement across the IUPUI campus. The Inventory is available to all on the Web and can be searched by topic, school, and key word.

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

- Two new student service groups were formed at IUPUI this year: *Habitat for Humanity Campus Chapter* and *College Mentors for Kids!* These groups join the many other
- Through a contract with the *Thurgood Marshall Scholarship Fund*, the Center on Philanthropy provided a four-course program, culminating in a Certificate in Fundraising Management, to 30 senior development officers

campus and community service. The Center organized year-round programming for this group of students, including service learning, group service projects, and student leadership opportunities; the students, in turn, provided more than 4,000 hours of community service to 42 community agencies and schools.

- *IUPUI faculty* across the campus taught 37 service learning classes. With nearly 2,000 students participating, these courses provided close to 20,000 hours of service to the Indianapolis community.





from public Historically Black Colleges and Universities.

- The *Center on Philanthropy* coordinated internships and graduate assistantship placements in more than twenty Greater Indianapolis community nonprofit agencies for both undergraduate and graduate students. Approximately 13,000 hours of service, the equivalent of 6 full-time employees for one year, were provided to nonprofit organizations in the area.
- The *Indiana University-Moi University Partnership* continues to be one of the strongest and longest-running collaborations between medical schools in post-industrial and emerging societies. Hundreds of faculty, scientists, residents, and medical students have traveled to Kenya for work that many have called the highlight of their careers. This year, the IU-Moi Partnership received a \$1 million grant from the Bill and Melinda Gates Foundation for HIV prevention work in Kenya. The IUSM-Moi Partnership also received one of 12 grants from Columbia University's Mailman School of Public Health and a consortium of foundations (including the Gates Foundation) to provide HIV care and treatment to infected pregnant women, mothers, and children in Kenya and to help prevent the transmission of HIV to newborns.

- Almost 900 IUPUI team members, coordinated through the Office of External Affairs, participated in this year's *Komen Race for the Cure*, raising \$16,400 for breast cancer research. The IUPUI campus is the host for 25,000 runners and walkers in this annual event.
- The *Office of Alumni Relations* provides continuing education, service, and social programming opportunities for more than 110,000 living graduates of the IUPUI campus, including 71,302 living in Indiana and 50,159 living in Central Indiana. This year, close to 15,000 alumni took part in events that included Medical Alumni Weekends, the Fall Dental Weekend, the Dean's Day for Liberal Arts, and the Frontiers of Science.
- *Herron School of Art* ceramic students created more than 400 ceramic bowls for the *Empty Bowls* event, recognizing World Hunger Day in October 2001. Proceeds totaling nearly \$5,000 went to the Children's Bureau of Indianapolis, Inc. and the 9-11 Relief Fund.

The spirit in which a thing is given determines that in which the debt is acknowledged; it's the intention, not the face-value of the gift, that's weighed.

~ Seneca

Intensify Commitment and Accountability to Indianapolis, Central Indiana, and the State.

In this section, we highlight IUPUI community initiatives and partnerships in specific areas, including PK-12 education, health, arts and humanities, science and technology, and economic development and technical assistance.

Educational Outreach

- The *Office of Neighborhood Resources* received a WEPIC Replication Community-Higher Education-Schools Partnership grant and a Partnership in Action Grant from Indiana Campus Compact for west side neighborhood initiatives. The WEPIC grant will fund service learning opportunities in the George Washington Community School, while the Partnership in Action Grant will implement a Westside Education/Neighborhood Schools Campaign to plan for a new public elementary school in the Haughville neighborhood.
- The *America Reads/Indiana Reading Corps*, now in its fifth year, provided more than 14,000 hours of tutoring by IUPUI students to over 400 K-6 youth to enhance reading skills.
- Through the *Community Learning Network's Teachers' Resource Center*, more than 8,000 P-12 students were provided with hands-on math and science learning kits.

- *El Puente*, “*The Bridge*,” is a three-year program, begun in 2001, that works with middle and high school Hispanic/Latino youth to help keep students in school and encourage them to go on to college. The project provides comprehensive services that engage parents as well as students. Working with students, the program includes leadership development, tutoring services, community service opportunities, college and career planning guidance, and study abroad experiences. The project is a partnership between *IUPUI's Center for Urban and Multicultural Education* and its *Hispanic Education Center*.
- The *School of Science* hosted two pre-college summer events aimed at encouraging students to consider science careers: a Computer Science

also be used to plan expansion of the program and to conduct a longitudinal study of the program's effectiveness and impact.

- Faculty members in the *School of Education* developed a Web portal, the *New Urban Teacher Collaborative (NUTC)*, to address the low retention of new teachers in urban education settings. The Web site provides the Collaborative's 15 members with professional development materials, recruitment information, research, online discussion and support groups, and access to on-site mentors and a university professor liaison.

The program includes leadership development, tutoring services, community service opportunities, college and career planning guidance, and study abroad experiences.

Summer College for local middle and high school students, organized by the Department of Computer and Information Science; and a Genetics Update Symposium for 300 high school students, sponsored by the Department of Biology.

- The new “*Transition to Teaching*” program (*T2T*) allows participants with a Bachelor's degree in a science discipline to complete their secondary science teaching certification work within one calendar year. T2T is supported in part by federal Title II funding that will

- The *Central Indiana Twenty-first Century Scholars* office at IUPUI serves 10,000 students, grades 7-12, to encourage and prepare them for higher education. Highlights of the program include campus visits and events for parents. Some 350 parents and family members participated in an April 2002 Pre-College Program Parent Conference.





Health Outreach

- The *IU National Center of Excellence in Women's Health* greatly increased its outreach activities to minority communities in Central Indiana during this past year. Key initiatives include educational programs on breast health and disease offered to the region's rapidly growing Hispanic community through churches, community centers, and clinics in the Wishard Health System; and outreach to young minority women, both Hispanic and African American, on HIV/STDs. These programs aim to stem ongoing increases in these conditions within these communities, even as they decrease in other segments of the population.
- The *School of Dentistry* continued to operate outpatient dental clinics throughout the Marion County area, serving the local community and providing care to underserved populations. For example, through the Indiana Donated Dental Services program, faculty-supervised dental students provided free dental services to developmentally disabled adults working at Goodwill Industries.
- Now in its 10th year, the *Indiana University Nicotine Dependence Program*, a collaboration among the *Schools of Dentistry and Medicine*, the County Health Department, and the Indiana Tobacco Prevention and Cessation Agency, promotes tobacco control/cessation and trains health care professionals in methods to help smokers quit.

- More than 1,900 Indiana mothers benefited from ultrasounds provided by the *School of Nursing's MOM Project*, which aims to reduce infant mortality in underserved communities. In 2001-2002, the MOM Project served 913 families and made 5,043 home visits with the MOM-mobile.
- The *Shalom Health Care Center* served more than 7,000 patients in its two primary care clinics, Farrington and Jubilee, in addition to providing care to 1,935 children at its three school-based clinics: Gambold Elementary School, Farrington Middle School, and Northwest High School.
- The *Herron Art Gallery* was ranked "Best of Indy" for 2002 by *Indianapolis Magazine*.
- The *Indiana University Press* earned the "Voice of the Heartland" Great Lakes Bookseller Award for excellence in regional publishing in September 2001.
- *University Place* received a Pinnacle Award from *Successful Meetings* magazine, the only conference center in Indiana to be so honored.
- The *School of Music* hosted over 7,300 audience members at concerts, recitals and music events this year. Such groups as the University Choir, the Urban Percussion Ensemble, and the IUPUI Jazz and Pep bands presented

a range of musical genres and styles. Special events included eight "Music on the Canal Concerts," the Indy Jazz Festival and a variety of music education courses and conferences, such as the Music Technology Workshop hosted for Indianapolis Public School Teachers.

- Inspired by the success of IUPUI's collaboration with the Eiteljorg Museum, a new initiative called *Campus Community Partnerships* established links with the Madame Walker Theatre Center, El Centro Hispano, and the Urban League. The initiative includes a mutual exchange of programs and facilities among students, faculty, staff, and community and cultural organizations close to the university.

Science and Technology

- The *Center for Earth and Environmental Science* and the *Department of Geology* joined as research partners with the City of Indianapolis and U.S. Filter Corp. to investigate local watersheds and improve water quality for the city of Indianapolis. The project includes a U.S. Filter contract for research and infrastructure support of \$5 million over a 20-year period.
- The Office of the Vice President for Information Technology, University Information Technology Services, and the Pervasive Technology Labs joined campus and industry partners to host the *ConnectTech* forum at IUPUI, bringing

*We make a living by what we get, we make a life
by what we give.*

~ Sir Winston Churchill

together members of the Indiana business, industry, technology, manufacturing, and biomedical communities for a day of information sharing. University leaders also helped to encourage the development of information technology in Central Indiana by sponsoring and participating in other forums and conferences during the year, including the Indiana Information Technology Exposition and Conference (ITEC), the Indiana Technology Summit V, the Indiana Technology Partnership, and the Indiana Information Technology Association.

- IU led Indiana's presence at the premier national supercomputing conference, *SC2001*, providing exhibit leadership and booth infrastructure and coordinating demonstrations by over 50 participants from IUPUI, IUB, Purdue, the University of Notre Dame, and Rose Hulman. Five IUPUI faculty members from the Schools of Engineering and Technology, Informatics, and Science were among the conference exhibitors. This event marks the first collaboration among a state's institutions to promote the accomplishments of the state.

Economic Development and Technical Assistance

- In collaboration with the Women and the Law Division of the Indianapolis Bar Association, the Marion County Family Advocacy Center, Inc., Breaking Free, Inc., and the Domestic Violence Network of Greater Indianapolis, Inc., the *IU School of Law-Indianapolis* established

the "*Protective Order Pro Bono Project*" to assist victims of domestic violence in Marion County.

- Faculty and students from the law school's clinic program cooperated with the *Innocence Network* to win the release of an inmate wrongly convicted of a crime 21 years ago. Professor Fran Hardy and her students, along with Indiana public defender Susan K. Carpenter, filed the petition requesting DNA testing that led to the release of Larry Mayes.
- Two Social Work faculty members, William Patrick Sullivan and Rebecca Van Voorhis, chaired subcommittees and helped author the city's "*Blueprint to End Homelessness*" for the Coalition for Homelessness Intervention and Prevention.
- The *Kelley School of Business-Indianapolis* established the *Community Business Partner* program in collaboration with the Indianapolis Black Chamber of Commerce and the Indianapolis Chapter of National Black MBAs. Designed to provide a "safety net" of discounted consulting services for selected minority businesses, the organization aims to "teach small minority-owned businesses how to manage and improve the efficiency and productivity of their organizations."



Student Enrollment

IUPUI has enrolled an increasing number of full-time undergraduates in recent years and, until this fall, a decreasing number of part-time undergraduates. Enrollments in first professional programs decreased slightly for the third year, reversing a slight, but steady, upward trend from earlier years. Master's level enrollments increased for the fourth year in a row; however, enrollments in doctoral programs decreased, continuing a recent downward trend.

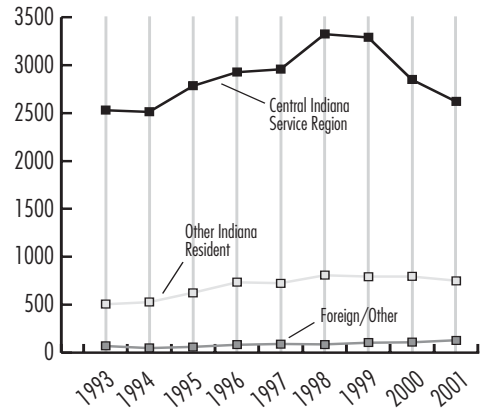
	1993	1994	1995	1996	1997	1998	1999	2000	2001
Fall Semester Enrollment	27,498	26,714	26,886	26,968	26,983	27,778	27,527	27,474	28,339
Undergraduate	20,342	19,435	19,616	19,910	20,078	20,628	20,357	20,160	20,695
Full-Time	9,246	9,105	9,698	10,370	10,852	11,418	11,570	11,673	11,957
Part-Time	11,096	10,330	9,918	9,540	9,226	9,210	8,787	8,487	8,738
Graduate	7,156	7,279	7,270	7,058	6,905	7,150	7,170	7,314	7,644
Non-degree	2,332	2,320	2,307	2,176	2,120	2,228	2,135	2,113	2,217
Master's	2,229	2,314	2,281	2,212	2,074	2,232	2,376	2,543	2,815
First Professional	2,241	2,277	2,296	2,312	2,365	2,381	2,379	2,374	2,356
Doctoral	354	368	386	358	346	309	280	284	256
Annual non-duplicated student enrollment	38,086	37,443	37,561	38,003	38,361	38,904	38,722	38,779	39,692
Fall enrollment as a percent of annual	72%	71%	72%	71%	70%	71%	71%	71%	71%
Credit Hour Enrollments (Spring and Fall)	500,882	491,474	495,932	506,501	519,062	531,707	540,645	539,062	552,859

Geographic Origin of New Freshmen

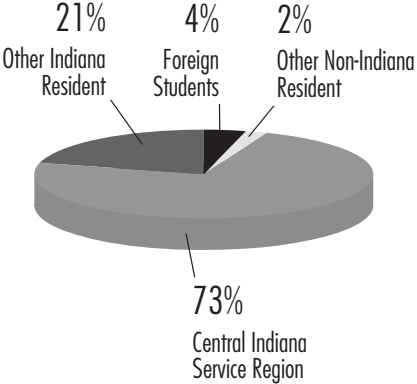
Almost three of every four new freshmen come to IUPUI from IUPUI's home county, Marion, and the seven counties surrounding it.

	1993	1994	1995	1996	1997	1998	1999	2000	2001
Central Indiana Service Region	2529	2312	2785	2926	2957	3324	3290	2850	2621
Other Indiana Resident	505	525	623	733	722	806	792	795	748
Foreign Student	69	47	58	82	88	84	104	107	127
Other Non-Indiana Resident	27	21	28	28	25	36	51	56	74
Total	3130	2905	3494	3769	3792	4250	4237	3808	3570
Foreign/Non-Indiana	96	68	86	110	113	120	155	163	201
Percent in Service Region	81%	80%	80%	78%	78%	78%	78%	75%	73%

Geographic Origin Trend



2001 Distribution





BEST PRACTICES

IUPUI strives to be as efficient and effective in its practices and procedures as possible. Following are several examples of changes made this past year for the purpose of improving services to our stakeholders and reducing costs without decreasing educational quality.

- A *new online system* was launched in January 2002 to improve the efficiency and reduce the costs of the student application process. Over 1,400 students have taken advantage of the opportunity to apply online.
- *Campus Facility Services Procurement* documented savings and cost avoidance of approximately \$130,000 for the year. Much of these savings resulted from preferred supplier

commercial “Why Not Both?” (merit awards for student recruitment, television advertising, and magazine advertising).

- The *Office of Planning and Institutional Improvement* spearheaded development of an online self-study in preparation for IUPUI’s reaccreditation review in November 2002. The self-study, which focuses on the two mission areas of teaching and learning and civic engagement, includes goals, objectives, and performance indicators for each aspect of the campus’s mission. To our knowledge, it is the most extensive Web-based accreditation self-study yet developed. It is available at www.iport.iupui.edu.

I know the price of success: dedication, hard work, and an unremitting devotion to the things you want to see happen.

~ Frank Lloyd Wright

IUPUI strives to be as efficient and effective in its practices and procedures as possible.

contracts negotiated for Janitorial Supplies, Building Services Management, Uniforms and MRO materials.

- The *Office of External Affairs, Communications and Marketing*, earned recognitions from the National Admissions Marketing Advertising Awards for the faculty and staff newsletter *Campuscape* (silver award) and the television

Time to Degree — Baccalaureate Degree Recipients

Students who began as freshmen at IUPUI (native freshmen) and earned a bachelor’s degree in the last three years averaged eight years to complete their degrees. However, because a few students take exceptionally long to graduate, this average is not the best measure of a typical career. Over half of the native freshmen who graduated did so within six or fewer years. As would be expected, students who transferred from a non-IU college or university to IUPUI took less time on average, since they came with significant credits.

	Mean Years			Median Years			% Taking Longer than Six Years		
	'99-00	'00-01	'01-02	'99-00	'00-01	'01-02	'99-00	'00-01	'01-02
Began at IUPUI as Freshman	8.1	7.4	7.9	5.8	5.8	5.8	45%	41%	43%
Began at other IU Campus as Freshman	7.8	7.6	7.7	5.3	5.0	5.3	40%	37%	38%
Began at IUPUI as Transfer	5.6	5.3	5.2	4.3	3.9	3.9	28%	24%	22%
Began at other IU Campus as Transfer	8.5	7.5	7.5	5.8	5.3	5.3	45%	44%	38%

New Academic Programs

Several new academic programs were approved in 2001-02. These include:

Graduate School	Master of Science in Clinical Research
Liberal Arts	Master of Arts in Applied Communications
Herron	Master of Fine Arts in Visual Communication

Faculty Satisfaction

Faculty satisfaction with rewards and recognition for teaching has increased over time. There has been significant improvement in faculty satisfaction with the availability of support related to technologies used in both teaching and research activities.

	1996	1998	2000	2002
Satisfaction with Rewards and Recognition for Teaching ¹	39%	44%	49%	56%
Perception of the Quality of Undergraduate Students ²	42%	33%	36%	na
Perception of the Quality of Graduate Students ²	78%	75%	74%	na
Satisfaction with Access to Technology for Teaching ¹	na	66%	77%	na
Satisfaction with Access to Technology for Research ¹	na	61%	73%	na
Satisfaction with Availability of Training Related to Technologies used in Teaching Activities ¹	na	46%	53%	na
Satisfaction with Availability of Training Related to Technologies used in Research Activities ¹	na	42%	52%	na
Satisfaction with Availability of Support Related to Technologies used in Teaching Activities ¹	na	50%	61%	74%
Satisfaction with Availability of Support Related to Technologies used in Research Activities ¹	na	46%	58%	74%
Perceptions of the clarity of objectives and plans for the next few years at IUPUI ¹	46%	49%	50%	48%

1- Percentage responding very satisfied or satisfied.
2- Percentage responding excellent or good.



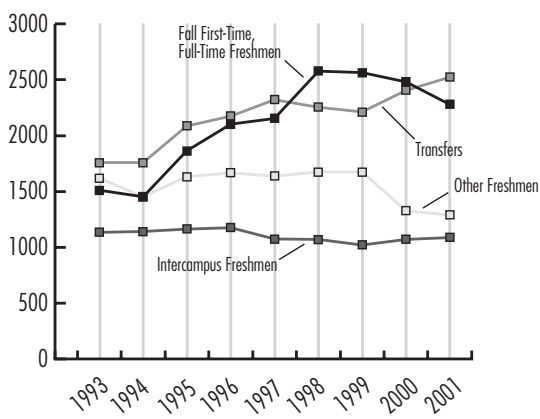
APPENDIX – PROGRESS ON KEY INDICATORS

New Undergraduate Students by Mode of Admissions

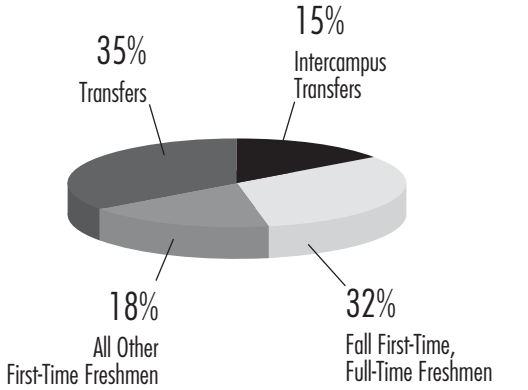
Only one-third of all new IUPUI undergraduate students start as first-time, full-time freshmen (i.e., the traditional cohort tracked for retention and graduation rate purposes).

	Calendar Year								
	1993	1994	1995	1996	1997	1998	1999	2000	2001
Fall First-Time Full-Time Freshmen	1510	1451	1862	2102	2154	2577	2563	2481	2279
All Other First-Time Freshmen	1620	1454	1632	1667	1638	1673	1674	1327	1291
Transfers	1758	1758	2088	2176	2321	2254	2211	2406	2523
Intercampus Transfers	1136	1141	1164	1177	1074	1069	1021	1072	1089
Total	6024	5804	6746	7122	7187	7573	7469	7286	7182
Pct. Fall first-time full-time freshmen	25%	25%	28%	30%	30%	34%	34%	34%	32%

Trend



2001 Distribution



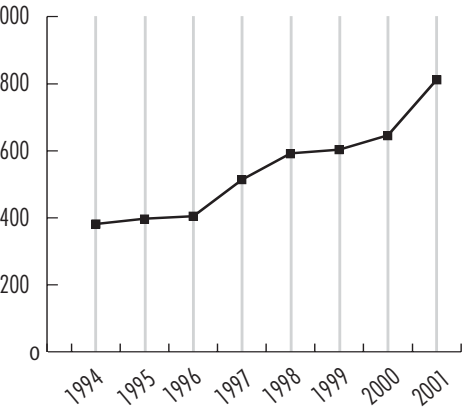
IUPUI Ten-Year Enrollment Trend Statistics

The numbers of international students and valedictorians, salutatorians, and other top-ranked students selecting IUPUI continue their upward trends. Simultaneously, Ivy Tech-Indianapolis has become the largest transfer feeder school as a result of IUPUI’s work with Ivy Tech State College to improve transfer opportunities.

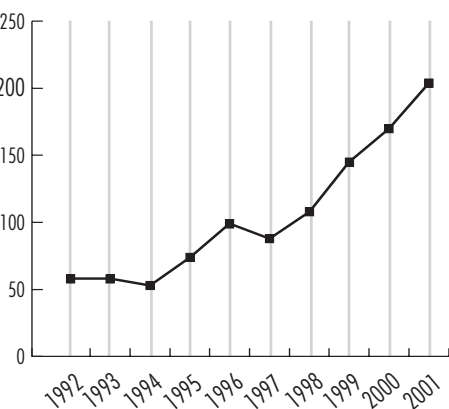
	Fall Semesters									
	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
International Students			382	397	405	514	592	604	646	812
New transfers from Ivy Tech-Indianapolis	58	58	53	74	99	88	108	145	170	204
Number of valedictorians and salutatorians ¹	4	6	12	9	11	13	13	14	15	17
Beginners ranked in the top 10% of their high school class	126	122	124	139	136	153	169	194	169	192

1 - Ranked first or second in their class with a high school percentile rank in the top 10%. 192

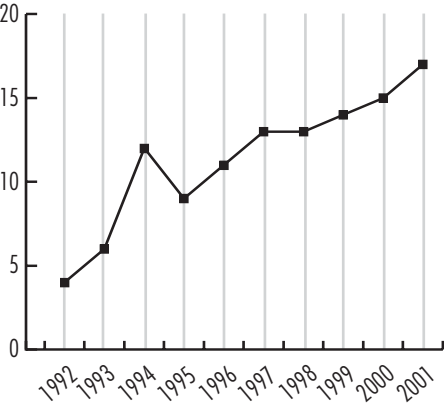
Number of International Students



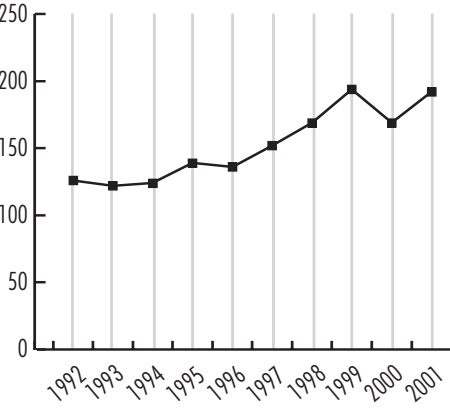
New Transfers from Ivy Tech Indianapolis



Number of Valedictorians/Salutatorians



Beginners in Top 10% of H.S. Class



Ethnicity of Students

Minority student representation at IUPUI has remained stable in recent years, with student representation closely parallel to the demographics of Central Indiana. African American students continue as the largest minority group.

	Fall Semesters								
	1993	1994	1995	1996	1997	1998	1999	2000	2001
African American	2135	2032	2181	2344	2543	2675	2602	2597	2681
Asian American	658	652	625	697	694	717	735	722	747
Hispanic	300	287	313	349	356	372	411	432	453
Native American	60	58	65	72	83	75	80	72	72
Total Minority	3153	3029	3184	3462	3676	3839	3828	3823	3953
Foreign	460	479	497	500	594	668	681	729	834

African American as Percent of All Students	8%	8%	8%	9%	9%	10%	9%	9%	9%
Minority as Percent of All Students	11%	11%	12%	13%	14%	14%	14%	14%	14%
Minority as Percent of Regional Population	16%	16%	16%	16%	16%	16%	16%	18% ¹	18% ¹

1- Based on US Census 2000 data, which include a new method for collecting race/ethnicity information. IUPUI has not adopted the new method so figures are not as directly comparable as they were in prior years.

Academic Background of New Undergraduates

With the recent changes in admissions practices related to the formation of the Community College of Indiana, IUPUI is enrolling fewer, but better qualified, first-time freshmen. These changes in academic background indicators for new students continue to reduce the percentage of freshmen who require remediation.

	1993	1994	1995	1996	1997	1998	1999	2000	2001
First-Time Freshmen (Fall only)									
Average SAT Score									
UC ¹ Conditional Admits	848	857	852	902	874	874	881	895	900
UC ¹ Regular Admits	1003	987	984	854	1007	1024	1015	1017	1001
Direct School/Dual Admits	1024	1046	1042	1045	1059	1086	1091	1097	1099
H.S. Class Rank									
Pct from Top Quartile	22%	22%	22%	21%	20%	19%	22%	23%	27%
Pct from Bottom Quartile	18%	18%	18%	19%	19%	20%	16%	13%	9%
Average Percentile Rank	51	52	51	51	51	49	52	54	58
Avg. Number of College Prep Units	13.6	14.5	14.4	14.6	15.0	15.3	15.9	16.2	16.5
Pct. Requiring Remediation									
At least one subject	83%	85%	83%	84%	83%	85%	79%	66%	na
Mathematics	76%	75%	75%	79%	81%	81%	77%	64%	59%
Writing	30%	54%	46%	30%	21%	29%	16%	15%	na
Reading	32%	28%	26%	27%	24%	28%	20%	na	na
Average Prior College GPA for New Transfers	2.52	2.59	2.52	2.46	2.50	2.52	2.56	2.54	2.53

1- University College

Student Retention

Retention of IUPUI’s largely non-traditional, commuter student population has always been challenging; however, one-year retention rates have increased substantially for first-time, full-time students over the past two years. This trend is due in part to efforts to admit fewer students conditionally, as well as to an extensive set of retention initiatives.

Year of Entry	One-Year Retention of First-time Freshman									
	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Full-time	59%	62%	62%	63%	62%	60%	60%	58%	62%	65%
Part-time	50%	49%	46%	48%	44%	43%	46%	42%	40%	48%

Graduate Enrollment at Indiana Universities with More than 7,500 Students

IUPUI educates more graduate/professional students than any Indiana campus except IU Bloomington.

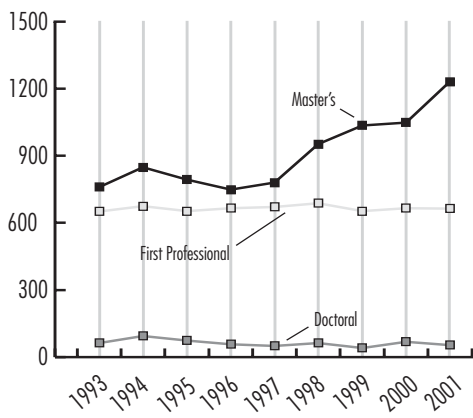
	Fall 2001	
	Total Enrollment	Grad/Prof Enrollment
Indiana University, Bloomington	37,963	7,806
IUPUI	28,339	7,644
Purdue University, West Lafayette	39,882	7,234
Ball State University	19,488	2,873
University of Notre Dame	11,054	2,846
Indiana Wesleyan University	7,929	2,208
Indiana State University	11,321	1,587
Purdue University, Calumet	9,103	983
IUPU-Fort Wayne	11,128	847
University of Southern Indiana	9,362	579

New Graduate Students

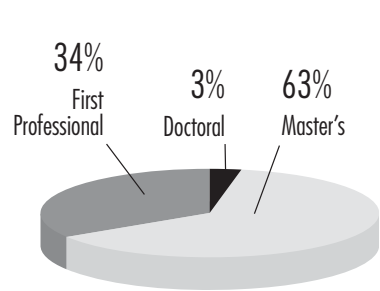
IUPUI enrolls about 1600 to 2000 new students in graduate degree programs every year. The numbers of students entering master’s level programs has varied considerably over the years with significant increases for 1998, 1999, and 2001. First professional medicine, dentistry, and law new enrollments have been fairly stable, while the number of new doctoral students has fluctuated over time.

	1993	1994	1995	1996	1997	1998	1999	2000	2001
Master’s	760	848	794	748	780	952	1036	1049	1231
First Professional	651	674	652	666	671	688	652	666	664
Doctoral	63	94	74	57	50	63	41	68	54
Total	1474	1616	1520	1471	1501	1703	1729	1783	1949

New Graduate Students Trend



2001 Distribution

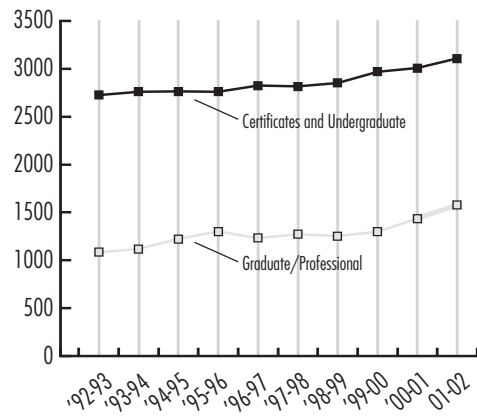


Ten-Year Degrees Conferred Trend

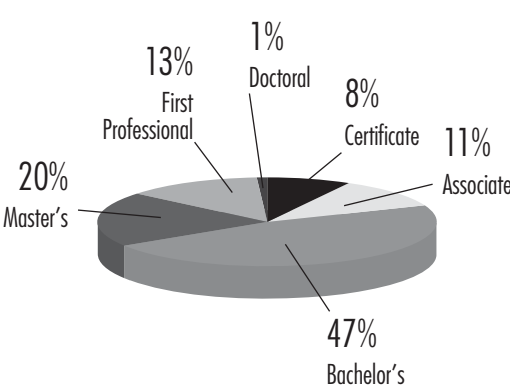
The number of degrees conferred at IUPUI has climbed slowly, but steadily, in recent years. Master’s degree conferrals have increased notably over the past three years. Baccalaureate degree conferrals have fluctuated slightly in recent years and reached a ten-year high in 2001-02. Today, degrees conferred at the bachelor’s level account for just under one-half of all degrees conferred. One-third of all degrees conferred in recent years are graduate or first professional degrees. The number of degrees earned by African American students and by all minority students increased significantly for the third year, with numbers reaching a ten-year high.

	'92-93	'93-94	'94-95	'95-96	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02
Certificate	220	186	106	107	155	163	197	238	288	358
Associate	552	581	532	524	540	551	559	575	638	537
Bachelor’s	1954	1994	2125	2129	2128	2101	2097	2155	2080	2212
Master’s	494	518	608	681	659	612	615	652	777	939
First Professional	560	572	583	587	542	624	601	604	621	609
Doctoral	30	28	31	32	32	36	37	43	38	29
Total	3810	3879	3985	4060	4056	4087	4106	4267	4442	4684
Total African American	210	193	198	233	233	273	249	293	337	364
Total Minority	359	340	373	389	411	443	440	494	528	615

Trend



2001-2002 Distribution



Instructional Workload of Tenured and Tenure—Eligible Faculty

IUPUI faculty teach just under six courses per academic year on average. Average credit hour production by full-time faculty in IUPUI’s general academic programs has fluctuated somewhat, while the number of sections taught per year has remained relatively stable.

	General Academic					
	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02
Credit Hours/FTE ^a	372	382	395	366	372	389
Sections/FTE ^a	5.7	5.6	5.6	5.4	5.7	5.8

a- Includes assistant, associate, and full professors, excluding faculty with administrative roles other than chairs.

Full-Time Faculty Teaching Undergraduate Courses

The recent notable increase can be attributed, in large part, to the Trustees’ Full-Time Lecturer Initiative. A portion of tuition revenues was devoted to converting part-time to full-time lecturer positions.

	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02
Sections ^a	45%	45%	45%	46%	47%	52%
Credit Hours ^a	48%	49%	49%	51%	54%	58%

a- In addition to faculty included in the above table, these figures include non-tenure-eligible full-time faculty.

Gender and Ethnic Minority Representation

Representation of women and African Americans among professional staff is more reflective of IUPUI’s student population than is this representation among faculty.

	1993	1994	1995	1996	1997	1998	1999	2000	2001
Tenure and Tenure-Track Faculty ¹									
Percent Women	25%	25%	25%	26%	25%	25%	25%	26%	27%
Percent Minority	13%	13%	13%	13%	13%	13%	14%	14%	15%
Percent African American	3%	3%	3%	3%	3%	3%	3%	3%	3%

Professional Staff									
Percent Women	66%	65%	67%	67%	62%	62%	64%	65%	66%
Percent Minority	9%	9%	9%	9%	10%	12%	11%	11%	11%
Percent African American	6%	6%	6%	6%	6%	6%	6%	6%	7%

Students									
Percent Women	58%	58%	58%	58%	58%	58%	58%	57%	58%
Percent Minority	12%	11%	12%	13%	14%	14%	14%	14%	14%
Percent African American	8%	8%	8%	9%	9%	10%	9%	9%	9%

Note: Shaded area includes Hospital employees moved to Clarian.

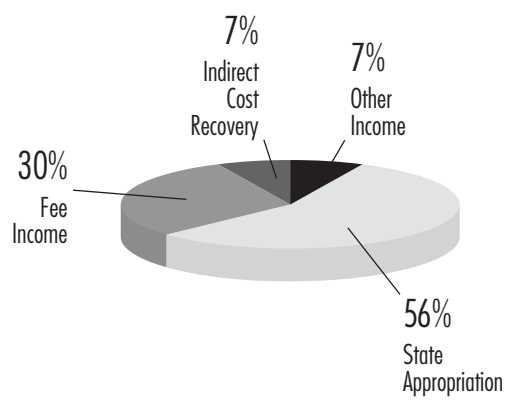
1- Excludes librarians.

Recent Trends in IUPUI Education and General Revenues

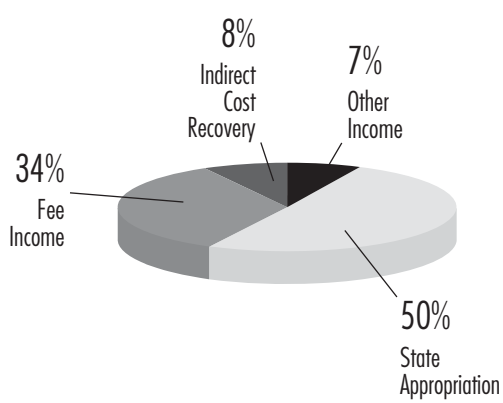
The state appropriation has declined as a percentage of IUPUI’s total Education and General Revenue stream over the last four years, while student fee income now accounts for a greater portion of revenues.

	'98-99	'99-00	'00-01	'01-02
State Appropriation	\$176,752,890	\$187,395,219	\$193,818,239	\$197,463,174
Student Fee Income	\$95,681,233	\$102,407,036	\$105,616,971	\$117,396,384
Indirect Cost Recovery	\$23,978,800	\$25,405,701	\$26,060,100	\$27,184,000
Other Income	\$23,427,799	\$22,093,226	\$24,452,220	\$25,447,594
Total	\$319,840,722	\$337,301,182	\$349,947,530	\$367,491,152

1998-1999 Revenues



2001-2002 Revenues

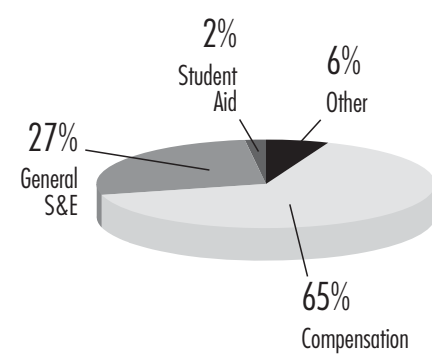


Recent Trends in IUPUI Expenditures

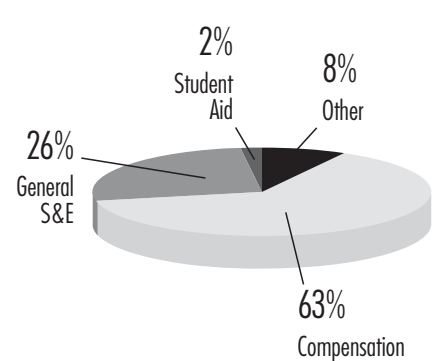
Although still representing nearly two-thirds of all expenditures, compensation has decreased slightly as a proportion of all expenditures over the past four years.

	'98-99	'99-00	'00-01	'01-02
Compensation	\$206,246,781	\$211,578,675	\$222,710,004	\$234,042,535
General S & E	\$87,335,152	\$94,270,931	\$93,145,066	\$99,076,834
Student Financial Aid	\$7,115,827	\$7,569,060	\$9,059,378	\$7,397,078
Other Expenses	\$19,142,962	\$23,882,516	\$25,033,082	\$26,974,705
Total	\$319,840,722	\$337,301,182	\$349,947,530	\$367,491,152

1998-1999 Expenditures



2001-2002 Expenditures



PERFORMANCE INDICATORS

Performance indicators have been an integral part of IUPUI's accountability practices for the past 6 years. Since 1996, campus performance indicators have been published as part of the Annual Campus Performance Report. Over the past two years, the indicators have been undergoing a substantial revision in parallel with the refinement of the campus mission, vision, values and goals.

The latest iteration of IUPUI's Performance Indicators is being developed with extensive input from a broad range of faculty, staff, and members of our local community. Review panels are being established to evaluate IUPUI's progress in each indicator area using the following scoring rubric:

- ☒ Either at an acceptable level or clearly heading in the right direction and not requiring any immediate change in course of action. Continuing support should be provided to sustain momentum in these areas.
- ☐ Not at an acceptable level; either improving, but not as quickly as desired or declining slightly. Strategies and approaches should be reviewed and appropriate adjustments taken to reach an acceptable level or desired rate of improvement.
- ☒ Our current status or direction of change is unacceptable. Immediate, high priority actions should be taken to address this area.
- ☐ Not yet reviewed.

Current Status

As of November 15, 2002, the process has been completed for five of the ten core mission indicators, specifically, those most closely related to the IUPUI regional accreditation self-study focuses: Support and Enhance Effective Teaching, Enhance Undergraduate Learning and Success, and all the indicators for Civic Engagement. In addition, the Chancellor's Diversity Cabinet has evaluated IUPUI's Campus Climate for Diversity as reflected in the relevant indicators.

Core Mission Activities

Teaching and Learning

- ☐ **Attract and Support Diverse Students**
 - ☐ Academic success of new students
 - ☐ Enrollment, retention, and graduation of a diverse student body
 - ☐ Alignment of student enrollment with campus capacity
 - ☐ Effectiveness of student support services

☒ Support and Enhance Effective Teaching

- ☒ Institutional priorities for teaching development and practices
- ☒ Development of technology-based and technology-assisted teaching capacities
- ☐ Engagement of students, through the curriculum and co-curriculum, in learning about their own and other culture and belief systems
- ☐ Use of assessment results to support and enhance effective teaching and student learning and course and curriculum changes

☒ Enhance Undergraduate Student Learning

- ☒ Demonstration of students' general education and major-specific learning outcomes
- ☐ Quality of the learning environment
- ☒ Student academic progress and achievement
- ☒ Graduates' contributions to their professions and communities, economically, socially, and culturally

☐ Provide Effective Professional and Graduate Programs

- ☐ Demand for program admissions
- ☐ Quality of graduate and professional programs

- ☐ Student success and achievement
- ☐ Development and support of programs that fulfill community needs

Research, Scholarship, and Creative Activity

☐ Conduct World-Class Research, Scholarship, and Creative Activity Relevant to Indianapolis, the State, and Beyond

- ☐ Productivity of research, scholarship and creative activity
- ☐ Quality of research, scholarship and creative activity
- ☐ Impact of research, scholarship, and creative activity
- ☐ Diversity in research, scholarship, and creative activity

☐ Provide Support to Increase Scholarly Activity and External Funding

- ☐ Faculty time available for developing research and scholarly activities
- ☐ Funding resources for research and scholarship development
- ☐ Faculty development opportunities for research and scholarship development
- ☐ Effectiveness of support services for faculty research and scholarship

☐ Enhance the Infrastructure for Research and Creative Activity

- ☐ Space and equipment for research, scholarship, and creative activity
- ☐ State of the art information resources and technologies
- ☐ Improved human resources policies and procedures for staffing research and scholarly activities
- ☐ Perceived quality of the environment for research and scholarly activities

Civic Engagement

The IUPUI Civic Engagement Task Force evaluated the performance indicators for civic engagement during two face-to-face meetings (10/9/02 and 11/6/02) and through follow-up email discussions.

☒ Enhance Capacity for Civic Engagement

- ☒ Advocacy and support for civic engagement in all aspects of institutional work
- ☐ Internal resources and infrastructure for civic engagement
- ☒ External funding for civic engagement
- ☐ Documented quality and impact of civic engagement activities

☒ **Enhance Civic Activities, Partnerships, and Patient and Client Services Locally, State-Wide, Nationally, and Globally**

- ☒ Academic community-based learning opportunities offered in varied settings
- ☐ Community-based research, scholarship, and creative activities
- ☒ Professional services to local, state, national and global communities
- ☒ Opportunities for community service at local, state, national, and global levels

☒ **Intensify Commitment and Accountability to Indianapolis, Central Indiana, and the Entire State**

- ☒ Community participation in the development, implementation, and evaluation of IUPUI's civic engagement
- ☒ Campus participation in the development, implementation, and evaluation of IUPUI's civic engagement
- ☒ Regular forums on the campus-community agenda for Indianapolis, Central Indiana, and the entire state
- ☒ Contributions to the climate for diversity in Indianapolis, Central Indiana, and the entire state

Campus Climate & Effectiveness

☐ **Diversity Indicators**

- ☒ Recruitment and enrollment of a diverse student body
- ☒ Retention and graduation of a diverse student body
- ☒ Engagement of students, through the curriculum and co-curriculum, in learning about their own and other culture and belief systems
- ☒ Diversity in research, scholarship, and creative activity
- ☒ Contributions to the climate for diversity in Indianapolis, Central Indiana, and the entire state
- ☒ Recruitment, development, and support of diverse faculty and staff
- ☒ Engagement of the campus community in global issues and perspectives
- ☒ Student, faculty, and staff perceptions of the campus climate for diversity

☐ **Best Practices**

- ☐ Quality of services
- ☐ Student, faculty, and staff satisfaction with services
- ☐ Diversification and growth of revenue streams
- ☐ Net fund balance
- ☐ Efficient use of fiscal and physical resources

- ☐ Minimizing administrative overhead
- ☐ Improvement and expansion of physical plant