

**FULLFILLING *the* PROMISE**

— *Our* —  
**COMMITMENT**  
*in* **ACTION**

PERFORMANCE REPORT 2014





### **IUPUI Vision Statement (New)**

IUPUI's vision is to be a leading urban research institution recognized for the success of its students, its advances in health and life sciences, and its intellectual, economic, and cultural contributions to the well-being of the citizens of Indianapolis, the state of Indiana, and beyond.

### **IUPUI Mission Statement**

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



In pursuing its mission and vision, IUPUI provides for its constituents excellence in:

- Teaching and Learning
- Research, Scholarship, and Creative Activity
- Civic Engagement, Locally, Nationally, and Globally

*With each of these core activities characterized by:*

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

### **Indicator Colors**

This report is organized around the three broad priorities and ten strategic goals set forth in *Our Commitment to Indiana and Beyond: IUPUI Strategic Plan*. The report's three sections align with the three priorities, and the ten strategic goals appear as the main headings within the relevant sections. Next to each goal, we have placed a color. The color indicates IUPUI's level of performance on that goal in the last year, determined according to the following rubric:

Either at an acceptable level or clearly heading in the right direction and not requiring any immediate change in course of action.

Either improving, but not as quickly as desired, or declining slightly.

Current status or direction of change is unacceptable.

Insufficient information/not yet evaluated.





**A Message from**  
*Chancellor Charles Bantz*

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## FULFILLING *the* PROMISE: OUR COMMITMENT IN ACTION

History will record 2013-2014 as a landmark year in the unfolding story of IUPUI's development as an institution. We concluded the most successful fundraising campaign in Indiana University's history. We welcomed the largest and best-qualified entering freshman class and the most diverse overall student body in IUPUI history. We graduated our largest senior class ever. We celebrated the grand opening of University Tower and Hine Hall, addressing shortages of residential and classroom space to serve the needs of our students. We dedicated the Science and Engineering Laboratory Building, a magnificent research facility that will open new possibilities for interdisciplinary discovery and help us contribute to Indiana's economic vitality.

I am also pleased to announce that IUPUI successfully applied for renewed inclusion in the Community Engagement Classification of U.S. universities sponsored by the Carnegie Foundation for the Advancement of Teaching. Our selection for the classification affirms our commitment to serving and engaging with our local community, as well as with more remote communities around the world. In its response to our application, the Carnegie Foundation cited IUPUI's "dynamic and noteworthy community engagement," and commended us for documenting our community engagement "in a coherent and compelling response." IUPUI was one of the first campuses selected for the classification in 2006.

I thank everyone—IUPUI faculty, staff, students, alumni, and our community supporters—who contributed to these important accomplishments. We are proud of them. But we know that we must do much more to fulfill our promise to our city, our state, and beyond. That is why, in 2012, we began work on a new strategic plan, *Our Commitment to Indiana and Beyond*. (Visit [strategicplan.iupui.edu](http://strategicplan.iupui.edu) for the complete plan.)

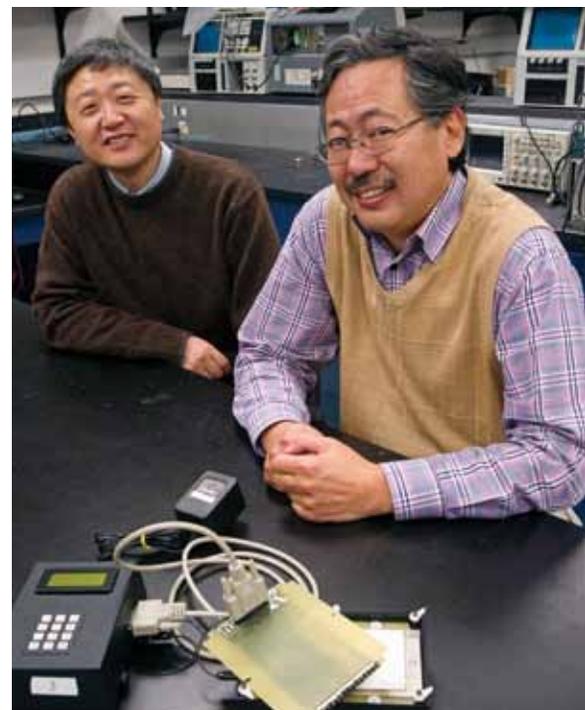
Last year's *IUPUI Performance Report* introduced *Our Commitment*. It described our collaboration with hundreds of campus and community stakeholders to craft a plan that built on IUPUI's distinctive strengths, aligned with the Indiana University Bicentennial Strategic Plan, and responded to Indiana's urgent needs for a more educated citizenry and an improved quality of life. It summarized the three priorities—supporting the success of our students, advancing the health and life sciences, and contributing to the well-being of people in our city, region, state, and beyond—and ten strategic goals that we will use as a roadmap for continuing to advance and transform our institution, our city, our state, and beyond.

*Our Commitment* is a dynamic plan that will respond to changing needs within and outside IUPUI. As we developed it, we were guided by a vision of a future IUPUI that includes:

- Better prepared, more diverse students who choose IUPUI first for its vibrant urban location, leading academic programs, and culture of learning in engagement with local, regional, national, and global communities
- A stunning, sustainable, and accessible physical campus in the heart of downtown Indianapolis, with a flexible and robust suite of information technologies to expand our reach to learners, researchers, and partners across the city, state, nation, and beyond
- A health and life sciences enterprise of quality and scope that supports effective teaching and learning, leading-edge research, and healthy patient outcomes, as well as interprofessional education and practice
- A dynamic, multi-disciplinary research environment whose infrastructure supports student and faculty collaboration with external partners to solve real-world problems and improve the quality of life
- A culture of engagement that serves as a model of reciprocity and enables students, faculty, and staff to work with community partners, learning with and from each other to address urban needs
- Recognition locally, nationally, and globally as an employer of choice that serves as a magnet of talent to Indianapolis.

In this 2013-2014 *Performance Report*, we show you how we have begun to put *Our Commitment* into action—initial steps taken as well as initial successes. We have organized the report around the plan’s three priorities and ten goals, reporting on progress made on each element of the plan. Where evidence is sufficient, we have used the red, green, and yellow “traffic lights” familiar to friends of IUPUI to indicate satisfactory and unsatisfactory progress.

Above all, this report demonstrates that *Our Commitment* was not created to sit on a shelf. We intend to achieve our goals and to be accountable for the results of our work. In future reports, every goal in the plan will have a traffic light indicating progress. Transparency and accountability are a part of our institutional identity at IUPUI that we take great pride in. Fulfilling the promise to Indianapolis, Indiana, and beyond demands no less of us.







# THE SUCCESS OF OUR STUDENTS

From our earliest beginnings, student learning and success have been at the center of IUPUI's institutional mission. We have accrued a track record of achievement in developing distinctive undergraduate and graduate/professional programs focused on local and regional needs. The effectiveness of our student success programs for undergraduates, particularly first-year students, has been nationally recognized. In the past decade, we have improved six-year graduation rates at the bachelor's level from 23 to 42 percent, with numbers of degrees granted increasing to 3,682 in 2013-14 from 2,499 in 2003-2004. Graduate/professional degrees conferred have climbed from 1,907 to 2,417 during that same period—and current enrollments and new programs recently begun or in the works point to further increases in both undergraduate and graduate degrees.

But this is not enough for Indiana. We must do more to assure that our state has the educated citizenry and agile, innovative workforce it will need to thrive in an increasingly global, diverse, and technological world. To further improve undergraduate success, achievement,



and completion means that we must engage more students more deeply in learning and campus life and increase opportunities for them to apply learning in real-world contexts. In addition, to meet our goals and those of the IU Bicentennial Strategic Plan, we must continue to expand graduate programs in areas where we have distinctive strengths; leverage the capabilities of new learning technologies to offer students flexible options for pursuing and completing degrees; and adopt more strategic approaches to enrollment and completion.

We have begun this work. A new **Division of Undergraduate Education** will enable more coordinated approaches to supporting our undergraduate students at each stage of their progress. Redefined leadership for the IUPUI **Graduate Office** positions us for continued expansion of our capacity for graduate education. New opportunities for training on online course design, provided by the **Center for Teaching and Learning**, are helping faculty to increase online offerings, particularly at the graduate/professional level. And a new division of **Enrollment Management** will support a strategic, data-driven approach to enhancing undergraduate and

## The Success of our Students

### BEST PRACTICES

*Military Times* ranked IUPUI one of the Best for Vets: Colleges 2014, based on commitment to veterans' success and measures of academic quality.

graduate recruitment, enrollment, retention, and graduation.



### Promote Undergraduate Student Learning and Success

- The **Divisions of Student Affairs** and of **Finance and Administration** report that the August 2013 opening of the new University Tower—the conversion of the former University Place Hotel and Conference Center—provided 560 new freshmen a top-notch residential experience. Tower Dining in University Tower gave students the option of purchasing a meal plan for the first time. With their proximity to the Campus Center and many of the campus's main classroom buildings, Tower Residence Hall and Tower Dining have made the heart of campus busier and livelier than ever. A planned 700-bed residence near University Tower, scheduled to open in 2016, will further expand campus residential capacity to more than 2,600. Both national studies and campus data show that students who live on campus have higher GPAs and are retained at higher rates than students living off campus.
- IUPUI students interested in health and life science fields can choose from a wide array of majors, minors, and certificate programs. The new Health and Life Sciences Advising Center in **University College** helps undergraduates sort through their options and plan for



careers in these fields. In its first year of operation, the center provided more than 1,000 advising appointments and a series of workshops, group programs, and career information sessions. The center partners with all units that offer undergraduate health and life sciences programs and houses advisors from the **Schools of Health and Rehabilitation Sciences, Informatics and Computing, Medicine, Physical Education and Tourism Management**, and the **Richard M. Fairbanks School of Public Health**.

- For the first time, *U.S. News & World Report's* annual Best Colleges edition included IUPUI among the nation's Tier One top 200 national universities. IUPUI was ranked 194th on the list and 110th among public universities, and made its seventh consecutive appearance on the *U.S. News* list of "Up-and-Coming" universities. The magazine also recognized IUPUI as one of the nation's "Best Colleges for Veterans" and, for the 13th consecutive year, for the quality of its First-Year Experience and Learning Communities programs.
- Amanda Snell '14 is the first IUPUI undergraduate to receive a Fulbright grant. An English major in the **School of Liberal Arts**, Snell will spend a year in Germany as part of Fulbright's English Teaching Assistant Program.



satisfy normal graduate degree requirements. Tuition will be covered by Lilly.

- The **Robert H. McKinney School of Law** has developed Indiana's first Master of Jurisprudence degree for non-attorneys. The highly individualized program, launching in Fall 2014, offers professionals in a variety of fields—from life sciences, social work, and law enforcement to corporate affairs, real estate development, and intellectual property, among others—the opportunity to enhance their expertise and advance their careers by gaining expertise in legal issues and regulations relevant to their fields. Students can

**Increase Capacity for Graduate Education**

- An innovative collaboration among Eli Lilly and Co. and the **Schools of Medicine** and **Science** invests in the state's scientific workforce, while expanding IUPUI's capacity for graduate education. The new LGRAD program enables Eli Lilly and Co. employees to pursue master's and doctoral degrees in the biomedical sciences while continuing their careers. The highly selective program is designed for Lilly employees based in Indianapolis, offering them a flexible framework to fully



## The Success of our Students

### BEST PRACTICES

For the 12th consecutive year, IUPUI was named “one of the top universities in the nation with outstanding service learning programs” in the 2013 Best Colleges issue of *U.S. News and World Report*.





75%

**FULL-TIME STUDENTS**

75 percent of degree-seeking undergraduates attended IUPUI full-time in Fall 2013, compared to 58 percent in Fall 2000.

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39%

**LIVING ON CAMPUS**

With the opening of University Tower, 39 percent of new freshmen lived on campus in Fall 2013, up from 25 percent in Fall 2012.

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100%

**IUPUC NURSING**

100 percent of BSN students graduating from IUPUC's Division of Nursing passed the NCLEX licensing examination.

## The Success of our Students

### BEST PRACTICES

C. Thomas Lewis, School of Informatics and Computing, developed “The Cool Bus,” a retrofitted school bus that brings books to places where kids need them most.

pursue the M.J. degree either full- or part-time.

- Philanthropist and mental health advocate Cindy Simon Skjodt endowed a chair in the M.A. in Art Therapy Program at the **Herron School of Art and Design**. Unique in Indiana, the program partners with the **School of Medicine**, enabling students to benefit from groundbreaking neuroscience research on the brain’s response to art therapy. Skjodt’s gift will help the new program, which graduated its first eight students in 2014, respond to Indiana’s need for master’s-level art therapists.
- Jane Chu ’13, a Ph.D. alumna of the **School of Philanthropy**, is the new Chairman of the National Endowment for the Arts. Chu previously served as President and Chief Executive of the Kauffman Center for the Performing Arts in Kansas City, Mo.

### Transform Online Education

- **University Information Technology Services** announced that Indiana University has joined three other leading U.S. research universities to form Unizin, a consortium that supports online learning and big data analytics. Unizin will develop an infrastructure that allows member institutions to share educational content. The consortium’s data analytics tools will enable the partner institutions to analyze large amounts of data on student



performance to gain insights into student learning and shape online teaching—ultimately helping IU and IUPUI to truly transform online education.

- The **School of Liberal Arts** reports that IUPUI’s largest-enrolling course, COMM R110, Public Speaking, is newly available online. In addition, the entire first-year sequence of language instruction in French, German, and Spanish is offered online. Last year, R110 enrolled approximately 1,000 face-to-face students; the language sequence enrolled about 800.
- The **School of Social Work** began its online Master of Social Work degree program with 12 students in December 2012. By June 2014, enrollments had grown to 112. The program addresses Indiana’s shortage of human services professionals, offering working students living far from an IU campus the opportunity to earn an advanced degree.
- The Kelley Direct online MBA program, which is housed in the **Kelley School**

**of Business** at IUPUI, rose from third to first in the annual online education programs ranking by *U.S. News & World Report*. Kelley Direct online courses are taught by the same IUPUI and IU-Bloomington faculty members who teach the program's on-campus courses and include features that emulate in-person experiences, such as collaborative projects developed for real organizations and international trips designed for global leadership training.



## Optimize Enrollment Management

- The **Division of Enrollment Management** was established to develop and implement a strategic, coordinated approach to student recruitment, enrollment, and retention. IUPUI's previous "enrollment services" model focused on providing services to students at key times. "Enrollment management," by contrast, emphasizes a comprehensive, campus-wide strategy for planning and implementing an integrated student experience. Comprehensive enrollment management, which includes both undergraduate and graduate/professional students, will enable IUPUI to more effectively manage the entire student lifecycle, from students' initial contact with the campus, to their first enrollment, through their graduation and emergence as engaged, proud alumni.
- More than 150 IUPUI seniors benefited from the Home Stretch Program, created



by **Enrollment Management** to support financially needy students close to graduating. The program provides low-interest loans to help students stay in school and graduate; once they complete their degrees, the loan is repaid on students' behalf through an institutional grant.

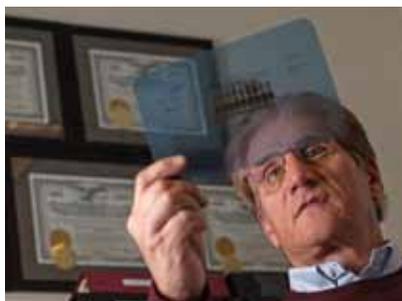
- An analysis by the Office of Information Management and Institutional Research in the **Division of Planning and Institutional Improvement** found that IUPUI students who take at least 15 credit hours per semester graduate at higher rates than those who take fewer credits. Based on this finding, **Enrollment Management** and **University College** launched a Stay on Track campaign that encourages students to enroll in 15 credits per semester or 30 per year. The percentage of beginning students enrolled in 15 or more credits increased from 28 in Fall 2012 to 51 in Fall 2013.



# ADVANCES IN HEALTH AND LIFE SCIENCES

IUPUI's health and life sciences enterprise has expanded along with the growing health and life sciences sector of Indiana's economy. Today, as our state's urban health and life sciences campus, we are home to an array of programs and initiatives that support health and life science research, education, and community outreach. Our research efforts focus on translational research, team science, and interdisciplinary/interprofessional research and practice—hallmarks of the health and life sciences. And, with five health science schools, including the nation's largest nursing school and second largest medical school, we prepare health care professionals who serve the citizens of Indiana and beyond.

These strengths position us well to continue and intensify our focus on health and life sciences—and we must do so, if we are to meet critical local and national health needs and support the state's ongoing economic advancement. We seek to develop new models of interprofessional health education and collaborative practice, particularly in the areas of population health, health care delivery, and public-private health care partnerships; to



prepare health care professionals to influence and lead the health care system; to enhance our health care education infrastructure; to model sustainability; and to improve Indiana's health status.

## Leverage our Strengths in Health and Life Sciences

- Today's multifaceted health care issues demand interdisciplinary solutions developed and delivered by cross-functional teams. IUPUI's Center for Interprofessional Health Education and Practice was created in Fall 2013 to foster interdisciplinary approaches to health care research and education and to prepare health care professionals skilled in delivering team-based care. The new center is a collaboration among the **Schools of Dentistry, Health and Rehabilitation Sciences, Medicine, Social Work**, the **Richard M. Fairbanks School of Public Health**, and the IU-Bloomington Schools of Optometry and Public Health.

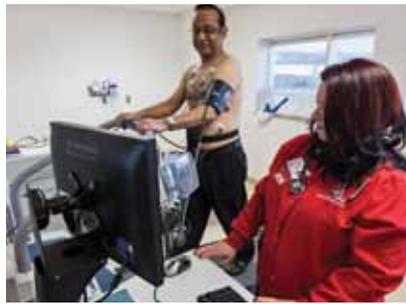
## Advances in Health and Life Sciences

### BEST PRACTICES

Chad Priest, Assistant Dean, School of Nursing, was named a 2014 Health Care Hero by the *Indianapolis Business Journal* for leading the Managed Emergency Surge for Healthcare (MESH).

- The **School of Medicine** will partner with the University of Michigan and the Medical College of Wisconsin to lead a \$30 million concussion research and education alliance funded by the U.S. Department of Defense and the NCAA. The Concussion Assessment, Research and Education Consortium will seek a deeper understanding of concussion injuries: how they affect the brain, how and to what extent the brain recovers, and how treatment and prevention can be improved. It will also develop education programs aimed at changing the culture of concussion reporting and management. Announced by President Barack Obama at a news briefing, the three-year project will involve about 37,000 student-athletes from 30 universities and will improve concussion prevention and treatment for both military service members and college athletes.
- Effective health care often depends on the provider's ability to understand and respond to cultural differences. The Cultural Competency Training Project, sponsored by the Center for Urban and Multicultural Education in the **School of Education**, is an Internet-based training program in cultural competence for behavioral healthcare providers across Indiana. Offered in collaboration with the Indiana Division of Mental Health and Addiction, the program is taught by a multidisciplinary team that includes instructors from the Schools of Education, **Liberal Arts, Medicine, Science**, and the **Richard M. Fairbanks School**





**of Public Health**, as well as IUPUI's **Office of Equal Opportunity**, and Equity Institute on Race, Culture, and Transformative Action. Team members bring to the program expertise in mental health, intercultural communication, clinical psychology, and instructional design, among other areas.



## Advances in Health and Life Sciences

### BEST PRACTICES

Barnes&Noble@IUPUI in Finance and Administration helped students save \$1,258,768 in 2013-2014 by offering more low-cost options for books and other material, including digital, used, and rented books.

- A \$30 million renewal grant from the National Institutes of Health to the **School of Medicine** will enable the Indiana Clinical and Translational Sciences Institute (CTSI)—a partnership of Indiana University, Purdue University, and the University of Notre Dame—to continue accelerating research discoveries across Indiana and beyond. Translational research turns research findings into new treatments and therapies. CTSI researchers have advanced discoveries in such areas as Alzheimer’s disease, Parkinson’s disease, traumatic brain injury, and osteoporosis. CTSI grants to Indiana scientists generated a 1,900 percent return on investment, with \$3.5 million in grants attracting \$65 million in federal funds and private investment. The CTSI is also educating the next generation of translational scientists through programs ranging from summer internships for high school students to fellowships for new faculty members. The five-year renewal grant will help the CTSI to strengthen health care delivery at local hospitals, fund partnerships between medical schools and pharmaceutical companies, and improve health among urban youth in Indianapolis, among other projects.







Collaborative  
behavioral disciplines

Self-disciplinary

- cross disciplinary insights
- challenging
- interdisciplinary - more than 2 parts
- central topic
- collaboration
- integration of problem + values + norms
- results of one discipline utilized by others
- "deep integration"
- multi-disciplinary collaboration
- collaboration + cross disciplinary interaction
- strong discipline specific expertise, strong methods
- integrating solutions

change in understanding

material imperative to share

cross boundaries

making sustainability manageable



# CONTRIBUTIONS TO THE WELL-BEING OF THE CITIZENS OF INDIANAPOLIS, THE STATE OF INDIANA, AND BEYOND

Commitment to the well-being of our community is at the core of IUPUI's identity. It is a tradition dating to the campus's founding and a vital component of our vision, mission, and values today. The dedicated efforts of our students, faculty, and staff to improve the quality of life in Indianapolis, the state of Indiana, and, in recent years, in more distant communities have been recognized many times over.

*Our Commitment to Indiana and Beyond* sets forth a multifaceted view of our contributions to the well-being of our citizens. We will seek not only to continue providing direct services to our communities in Indianapolis and beyond, but also to develop research and creative activity that improve the quality of life and bolster economic vitality; to create and strengthen



community partnerships that develop IUPUI and Indianapolis as an international and intercultural hub; and to foster an inclusive campus climate that enables diverse people and perspectives to thrive. Finally, we will seek to become an employer of choice and a magnet for talent for Indianapolis through the professional development opportunities we offer our faculty, librarians, and staff. In so doing, we also help to ensure that our students—Indiana's future citizenry and workforce—are equipped to make their own contributions to the well-being of Indianapolis, the state of Indiana, and beyond.

## Contributions to the Well-being of the Citizens of Indianapolis, the State of Indiana, and Beyond

### BEST PRACTICES

The Natatorium provided Learn-to-Swim programs for more than 4,000 local youth and adults.

#### Accelerate Innovation and Discovery through Research and Creative Activity

- A new IUPUI Research Strategic Plan includes, among other purposes, a “Grand Challenge” initiative focused on urban health and well-being, to be carried out in collaboration with community partners; enhanced research opportunities for undergraduates in all disciplines; expanded access to IUPUI research findings; partnerships with industry and other universities; and increased attention to technology transfer and commercialization of research findings to boost the local economy. Developed by a multi-disciplinary steering committee working with the **Office of the Vice Chancellor for Research**, the plan is aligned with the **School of Medicine’s** Transforming Research Initiative and with IU’s *Bicentennial Strategic Plan*.



- The long-awaited IUPUI Science and Engineering Laboratory Building (SELB) was dedicated in November 2013. Funded entirely with proceeds from faculty, student, and staff research, the \$27 million high-tech building will help IUPUI recruit outstanding new faculty, support collaborations with the **School of Medicine** like the Indiana University Alcohol Research Center, and benefit university-industry partnerships. The SELB, which will be shared by the **School of Science** and the **School of Engineering and Technology**,

represents the first phase of a major effort to bolster research in both fields.

- The **School of Medicine** announced that the Vera Bradley Foundation for Breast Cancer has pledged \$15 million in continued support for breast cancer research at the Vera Bradley Foundation for Breast Cancer Research Laboratories, part of the Indiana University Melvin and Bren Simon Cancer Center. Past support from the Vera Bradley Foundation has enabled the Simon Cancer Center to increase the number of researchers focused on breast cancer from six in 1999 to 38 in 2013. The new gift, which brings the foundation's total giving to the Simon Cancer Center to \$35 million, will also establish the Vera Bradley Foundation Scholars Program to prepare future breast cancer research leaders.
- IUPUI is now home to the papers and library of Ray Bradbury, one of America's master storytellers. In 2013, Bradbury's family and friend Donn Albright donated collections of the prolific author's manuscripts and letters, along with furniture and other items from his home office, to the Center for Ray Bradbury Studies, part of the Institute for American Thought in the **School of Liberal Arts**. The Bradbury Center plans to use the gifts to recreate Bradbury's home office and to expand outreach to the Indianapolis Public Library system, local school communities, and the general readership of Indiana.



**Deepen our Commitment to Community Engagement**

- A new IUPUI **Office of Community Engagement** will be charged with advancing the goal of deepening IUPUI's commitment to community engagement, beginning in July 2014. The new organization consolidates and coordinates the efforts of five campus units that engage with the Indianapolis and Central Indiana communities: the IUPUI Solution Center, the Community Learning Network, the Center for Service and Learning, the Office of External Affairs, and the Office of Alumni Relations.
- Downtown Indianapolis, the region, and the state of Indiana depend on one another to thrive, says a study of downtown's value to the state carried out by the Public Policy Institute in the **School of Public and Environmental Affairs** (SPEA). Commissioned by Indianapolis Downtown Inc., the study produced two reports: *Why Downtown Indianapolis Matters*, which considers the economic impact of downtown, and *Outlook for New Rentals in Downtown Indianapolis*, a housing study. The SPEA research represents the first phase of "Velocity," an initiative to develop and promote downtown as a vibrant, welcoming, and distinctive place to live, work, and visit.
- People rarely associate college study with the need for food assistance, but 20 to 30 percent of IUPUI students

**Contributions to the Well-being of the Citizens of Indianapolis, the State of Indiana, and Beyond**

**BEST PRACTICES**

In collaboration with the Eugene and Marilyn Glick Cultural Trail, IUPUI installed two Indiana Pacers Bike Share Stations on campus.





\$325.7<sub>m</sub>

**GRANT AND CONTRACT INCOME**

Income from extramural grants and contracts topped \$325 million in 2013-2014.

183

**INVENTION DISCLOSURES**

IUPUI researchers filed 183 invention disclosures last year, almost double the 98 filed in 2008-2009.

21

**PATENTS ISSUED**

Patents issued to IUPUI researchers increased from 3 in 2008-2009 to 21 last year.

## Contributions to the Well-being of the Citizens of Indianapolis, the State of Indiana, and Beyond

### BEST PRACTICES

The IU Student Outreach Clinic on Indy's near eastside received the Governor's Service Award for Exemplary Service Learning.

qualified for free or reduced lunch in high school and continue to need help. To meet this need and reduce waste from campus food services, **School of Social Work** student Erin Sass and **School of Engineering and Technology** student Joe Spaulding developed and opened Paw's Pantry, the first campus food pantry in Indiana. Partners in the student-run project include the Office of Sustainability in **Finance and Administration** and the **Division of Student Affairs**. Sass and Spaulding were inspired by a television story on campus food pantries that help students who have little money left over for food after paying their academic bills. In its first year of operation, Paw's Pantry served more than 10,600 food items to approximately 336 students.

- The Center for Business and Economic Development (CBED) at **Indiana University-Purdue University Columbus** expanded its outreach to organizations in South Central Indiana. Now under new leadership, CBED aims to be the "front door" to IUPUC, with a mission to enhance the economic vitality of the region by engaging with businesses and other community partners; offering management consulting and coaching services, executive education, and professional development; supporting entrepreneurship and innovation; and leveraging the talents of IUPUC faculty, staff, students, and local experts. CBED's workshops served 430 participants from 52 organizations in 2014. Plans for 2015



call for increasing these numbers to 745 and 80, respectively.

### Strengthen Internationalization Efforts

- IUPUI's **Office of International Affairs** (OIA) is developing a campus internationalization plan in collaboration with the ACE (American Council on Education) Internationalization Laboratory. In March 2014, an ACE Peer Review Team favorably reviewed an IUPUI Interim Report recommending four central focuses for this initiative: internationalizing the curriculum; expanding international partnerships; engaging with the community and internationalizing the IUPUI experience; and recruiting and retaining international

students. Over the next year, OIA will work with a Deans' Committee to prioritize these focuses and with each IUPUI school to formulate a school-level plan. The long-term vision is to transform IUPUI into a global campus in close alignment with the transformation of Indianapolis into a global city.

- **OIA**, the Solution Center in the **Office of the Vice Chancellor for Research**, and the **Office of External Affairs** partnered with the Indianapolis Chamber of Commerce and Butler University on a successful application to the Global Cities Initiative Exchange. Membership in the four-year initiative, sponsored by the Brookings Institution and JPMorgan Chase, will help city leaders create a strategy for boosting global exports and forging partnerships with international metropolitan areas. With more than 70 percent of the world's purchasing power outside the U.S., such a strategy is crucial for Indianapolis to continue to prosper and thrive.
- **OIA** re-opened its Global Crossroads videoconferencing facility, a state-of-the-art classroom that supports face-to-face distance communication for international courses and lectures. The classroom enables IUPUI students to share classes with students on other campuses around the world. Global Crossroads is a partnership among OIA, **University Information Technology Services**, and the IUPUI **Center for Teaching and Learning**.



**Promote an Inclusive Campus Climate**

- The **Office of Diversity, Equity and Inclusion** reports that, for the third consecutive year, IUPUI has received the Higher Education Excellence in Diversity Award from *Insight into Diversity* magazine, the oldest and largest diversity-focused publication in higher education. The magazine recognized IUPUI for its deep commitment to diversity and inclusion, its distinctive diversity initiatives, its progress in enrolling and graduating minority students, and its embrace of a broad

## Contributions to the Well-being of the Citizens of Indianapolis, the State of Indiana, and Beyond

### BEST PRACTICES

Food Services partnered with IU Healthy Engagement, the Office of Sustainability, the School of Physical Education and Tourism Management, and University College to bring a weekly Produce Market to the IUPUI Campus Center.

definition of campus diversity that includes gender, race, ethnicity, military veteran status, and membership in the LGBT community.

- A \$1.25 million grant from the National Institutes of Health will help IUPUI strengthen campus diversity, address the national priority to prepare underrepresented students for careers in STEM (Science, Technology, Engineering, and Mathematics) fields, and recruit graduate students. IPREP (IUPUI Post-Baccalaureate Research and Education Program) will annually offer four to six minority students a year-long intensive research internship and a rigorous academic and professional development plan. Launching in Fall 2014, IPREP will focus on preparing students for advanced study and careers in biomedical engineering, clinical psychology, human performance and kinesiology, medical neuroscience, and the psychobiology of addictions. Partners in the project include the **Schools of Medicine, Physical Education and Tourism Management, and Science**, the **Graduate Office**, and the Center for Research and Learning in the **Office of the Vice Chancellor for Research**.
- Thanks to a grant from the Robert Wood Johnson Foundation, the **School of Nursing** awarded \$10,000 scholarships to five underrepresented students pursuing second careers in nursing via the Accelerated BSN program. The New Careers in Nursing initiative,



a collaboration of the foundation and the American Association of Colleges of Nursing, addresses the national shortage of nurses by funding scholarships for disadvantaged and minority students pursuing accelerated degrees. Scholarship recipients also receive academic support that helps them meet the demands of an accelerated degree program. The program will continue with another five students in 2014-2015.

### Develop Faculty and Staff

- The **Center for Teaching and Learning** created the Educational Training for Teaching Associates (ETTA) program to provide training and resources for IUPUI graduate students in teaching roles. ETTA launched in Fall 2013 with a conference, web site, and workshop series. The initiative promotes undergraduate student learning and success by improving the quality of undergraduate teaching at IUPUI, and helps graduate students prepare for future roles as faculty members.
- The **School of Medicine** appointed a faculty fellow to prepare faculty members to teach a new virtual health system curriculum. The curriculum uses a teaching version of an electronic medical record that incorporates actual patient data, offering medical students a realistic environment for learning clinical decision-making skills. Development and implementation of the system

is supported by a \$1 million grant from the American Medical Association, which selected only 11 medical schools out of 119 applicants to participate in its Accelerating Change in Medical Education initiative. The initiative funds innovative programs designed to transform medical education and prepare students to practice in a changing health care system.



1,837

**INTERNATIONAL STUDENTS**

The 1,837 international students enrolled in Fall 2013 set a campus record that was more than double the 913 enrolled in Fall 2003.

303,061

**COMMUNITY SERVICE**

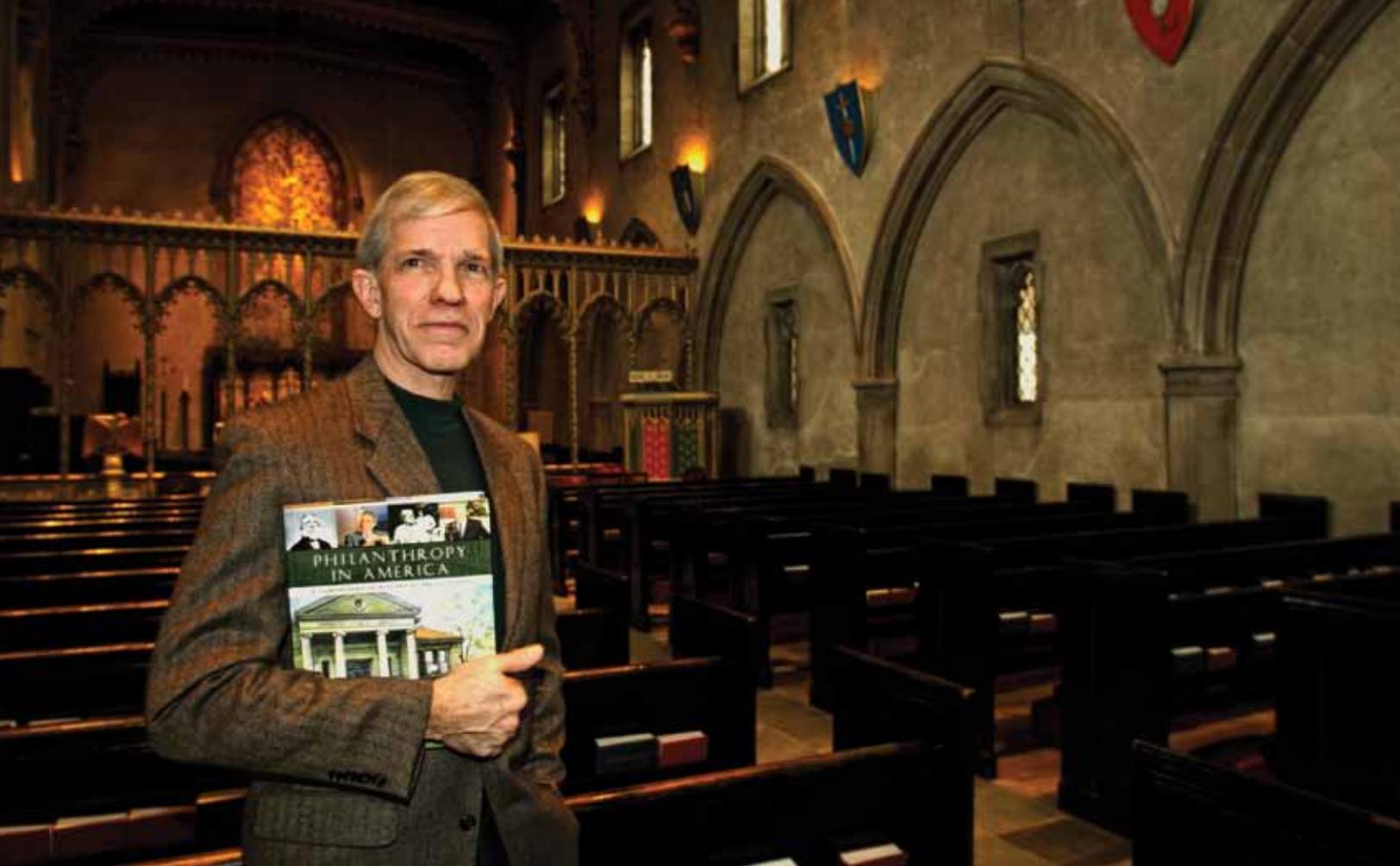
IUPUI contributed about 303,061 hours of community service through community-based learning courses, an increase of 61 percent over the past four years.

6,585

**MINORITY STUDENTS**

The 6,585 minority students enrolled in Fall 2013 made up a record 22 percent of the IUPUI student body.



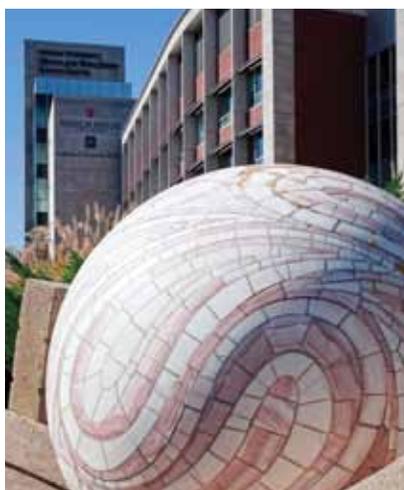


## LILLY FAMILY SCHOOL OF PHILANTHROPY

### NEW ENDOWED CHAIRS

A series of major gifts to the new **Lilly Family School of Philanthropy** will help the school—the only one of its kind—to attract and retain world-class faculty members, expand its capacity to educate future philanthropy and nonprofit leaders, accelerate research and scholarship, and advance its goal of improving the world through philanthropy. The Lilly Family School is now home to nine endowed chairs in philanthropy, more than at any other university.

The Eileen Lamb O’Gara Chair, the nation’s first chair in women’s philan-



thropy, was endowed in 2013 by a gift from Maureen and Jim Hackett in honor of Maureen’s mother.

The Glenn Family Chair in Philanthropy was created by a 2013 gift from The Wilbur and Hilda Glenn Family Foundation. Dwight F. Burlingame, a pioneer of philanthropy as a field of study, is the first professor to hold the chair.

The Melvin Simon Chair was established in 2013 by Cynthia Simon Skjodt and the Samerian Foundation, founded by Skjodt, to honor her late father’s generosity.

The Charles Stewart Mott Foundation Chair on Community Foundations, endowed by the Charles Stuart Mott Foundation in 2014, is the nation’s first chair focused on community foundations. Nationally recognized philanthropy leader Emmett D. Carson will serve as the first holder of this chair.

# PROFILE OF PROGRESS

IUPUI TREND DATA

## STUDENT DEMOGRAPHICS

In 2013-2014, IUPUI's student body was the most diverse in campus history. Minority student enrollment at IUPUI increased both in absolute numbers and as a percentage of all students, continuing the trend of the past 10 years. While African-American students remained the largest minority group at IUPUI, the number of Hispanic American students has more than doubled over the past decade. The number of international students on campus set another record, accounting for more than six percent of the student body. Females continued to outnumber males, and the percentage of students age 25 or older continued to decline. Please note that, beginning in 2010, Indiana University began reporting race/ethnicity using a new set of definitions required by the National Center for Education Statistics (NCES). Both the old and new race/ethnic categories are included in this table to allow for longitudinal comparisons.

FALL SEMESTERS	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
<b>Ethnicity</b>										
African-American	2,814	2,812	2,631	2,650	2,630	2,743	2,806	2,871	2,965	2,941
Asian American/Pacific Islander	882	907	980	1,059	1,155	1,132	1,178	1,150	1,205	1,299
Hispanic American	612	649	669	724	731	795	998	1,129	1,292	1,429
Native American	96	89	99	89	83	78	67	58	41	42
Total Minority	4,404	4,457	4,379	4,522	4,599	4,748	5,049	5,208	5,503	5,711
International <sup>1</sup>	925	916	955	1,137	1,357	1,347	1,363	1,446	1,602	1,837
White/Unknown	24,624	24,560	24,430	24,195	24,344	24,288	24,154	23,876	23,346	22,940
Total Student Headcount	29,953	29,933	29,764	29,854	30,300	30,383	30,566	30,530	30,451	30,488
African-American as Percent of All Students	9%	9%	9%	9%	9%	9%	9%	9%	10%	10%
Total Minority as Percent of All Students	15%	15%	15%	15%	15%	16%	17%	17%	18%	19%
UR Minority as Percent of All Students <sup>2</sup>	12%	12%	11%	12%	11%	12%	13%	13%	14%	14%
UR Minority as Percent of SAT Takers in IUPUI's Service Area <sup>3</sup>			16%	14%	14%	15%	16%	16%	16%	16%
<b>Ethnicity - New NCES Definition effective Fall 2010</b>										
Black or African-American							2,806	2,871	2,965	2,941
Asian							1,159	1,133	1,193	1,278
Hispanic/Latino							998	1,129	1,292	1,429
American Indian or Alaska Native							67	58	41	42
Native Hawaiian/Other Pacific Islander							19	17	12	21
Two or More Races							402	621	839	874
Total Minority <sup>4</sup>							5,451	5,829	6,342	6,585
International <sup>1</sup>							1,363	1,446	1,602	1,837
White/Unknown							23,752	23,255	22,507	22,066
Total Student Headcount							30,566	30,530	30,451	30,488
African-American as Percent of All Students							9%	9%	10%	10%
Total Minority as Percent of All Students <sup>4</sup>							18%	19%	21%	22%
UR Minority as Percent of All Students <sup>2</sup>							14%	15%	17%	15%
UR Minority as Percent of SAT Takers in IUPUI's Service Area <sup>3</sup>							16%	16%	16%	16%

## STUDENT DEMOGRAPHICS (CONTINUED)

FALL SEMESTERS	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
<b>Gender</b>										
Male	12,682	12,570	12,445	12,560	13,052	12,898	13,135	13,231	13,142	13,273
Female	17,271	17,363	17,319	17,294	17,248	17,485	17,431	17,299	17,309	17,215
% Female	58%	58%	0.58%	58%	57%	58%	57%	57%	57%	56%

<b>Age</b>										
Invalid Birthdates	1	2	0	2	0	0	0	0	0	0
Under 18	160	166	157	187	231	318	274	290	242	272
18-22	11,123	11,093	11,174	11,544	11,910	12,386	12,539	12,713	13,196	13,772
23-24	4,392	4,424	4,283	4,136	4,283	4,312	4,355	4,498	4,410	4,557
25 and over	14,277	14,248	14,150	13,985	13,876	13,367	13,398	13,029	12,603	11,887
Percentage 25 and over	48%	48%	48%	47%	46%	44%	44%	43%	41%	39%

1–Based on country/visa as reported by the Office of International Affairs. | 2–UR (Under-Represented) minority does not include Asians | 3–Source: College Board | 4–Two or More Races are included in Total Minority.

## STUDENT ENROLLMENT

The number and percentage of full-time undergraduate students continued to increase in 2013-2014, while enrollment of part-time undergraduates continued to decline. Master's enrollment has decreased since 2008. Enrollment in doctoral-research programs has increased in the past decade, while enrollment in doctoral-practice programs increased between 2004 and 2011, but has been stable over the past three years. Credit hours set a new record in Fall 2013.

FALL SEMESTERS	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
<b>Fall Semester Enrollment</b>										
<b>Total Enrollment</b>	<b>29,953</b>	<b>29,933</b>	<b>29,764</b>	<b>29,854</b>	<b>30,300</b>	<b>30,383</b>	<b>30,566</b>	<b>30,530</b>	<b>30,451</b>	<b>30,488</b>
<b>Undergraduate</b>										
Full-Time	13,637	13,736	13,942	14,408	14,893	15,696	16,015	16,085	16,127	16,760
Part-Time	7,535	7,702	7,251	6,794	6,530	6,423	6,230	6,151	6,144	5,649
<b>Graduate</b>										
Master's <sup>1</sup>	4,020	4,365	4,693	4,803	5,035	4,315	4,346	4,377	4,250	4,186
Doctoral-Research	317	373	451	455	502	564	606	643	697	766
Doctoral-Practice	2,517	2,550	2,580	2,600	2,637	2,718	2,738	2,790	2,792	2,789
Non-degree	1,927	1,207	847	794	703	667	631	484	441	338
<b>Credit Hour Enrollments</b>										
<b>(Spring and Fall)</b>	<b>609,400</b>	<b>611,025</b>	<b>616,316</b>	<b>623,846</b>	<b>639,295</b>	<b>660,559</b>	<b>672,728</b>	<b>679,801</b>	<b>677,253</b>	<b>685,654</b>

1–Includes post-baccalaureate certificate seekers

## ACADEMIC BACKGROUND OF NEW UNDERGRADUATES

The Fall 2013 entering freshman class was the largest and best-prepared incoming class in IUPUI's history as measured by average SAT scores, college preparatory units, and number of students ranked in the top ten percent of their high school graduating class.

FALL SEMESTERS	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
<b>New Freshmen Average SAT Score</b>										
University College Conditional Admits	905	905	877	885	892	881	884	905	863	856
University College Regular Admits	1,002	992	994	988	998	967	967	957	964	967
Direct School/Dual Admits	1,094	1,113	1,102	1,089	1,092	1,089	1,076	1,082	1,099	1,093
Overall Average	993	997	994	990	1,005	1,001	1,003	996	1,004	1,009
<b>H.S. Class Rank</b>										
Pct. from Top Quartile	31	33	35	40	46	45	44	44	44	45
Pct. from Bottom Quartile	7	5	5	3	1	1	1	1	1	1
Average Percentile Rank	60	61	63	67	70	71	70	70	70	70
<b>Avg. Number of College Prep Units</b>										
	17.3	17.6	18.6	18.3	19.1	23.7	27.1	30.4	26.6	27.0
<b>Number of New Valedictorians and Salutatorians<sup>1</sup></b>										
	17	16	22	40	45	44	38	33	47	52
<b>First-Time Freshmen Ranked in the Top 10 pct. of Their High School Graduating Classes</b>										
	249	213	273	345	375	371	350	344	381	436
<b>Top 10 pct. as Percent of all First-Time Freshmen</b>										
	9%	8%	10%	12%	12%	12%	12%	11%	11%	11%
<b>Pct. Requiring Remediation<sup>2</sup></b>										
Mathematics	28	31	25	24	21	47	47	49	46	42

1-First-time freshmen ranked first or second in their classes. | 2-Passing scores for mathematic placement testing were raised in 2009.

## NUMBER OF BEGINNERS IN TOP 10% OF H.S. CLASS





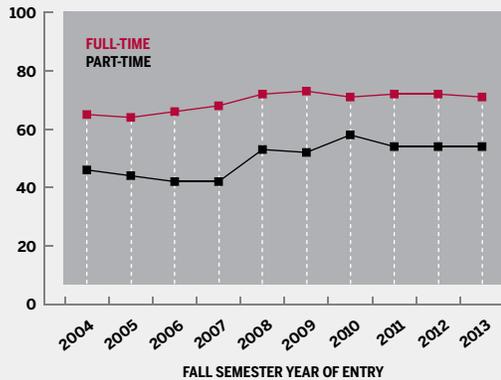
## STUDENT RETENTION

Retention of IUPUI's predominantly commuter student population has always been challenging. Despite a decline for the 2010 cohort, one-year retention rates have increased for first-time, full-time freshmen over the past 10 years. Better prepared students and a wide array of retention initiatives are responsible for the overall upward trend.

### FALL SEMESTER YEAR OF ENTRY

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
<b>Retention of First-time Freshmen</b>										
Full-time	65%	64%	66%	68%	72%	73%	71%	72%	72%	71%
Part-time	46%	44%	42%	42%	53%	52%	58%	54%	54%	54%

## TREND



## GRADUATION RATES FOR FIRST-TIME, FULL-TIME BEGINNERS

The graduation rate for first-time, full-time beginners at IUPUI has increased substantially over the last 10 years. Better prepared students and a wide array of retention initiatives are responsible for the overall upward trend.

### FALL SEMESTER YEAR OF ENTRY\*\*

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
<b>Graduation Rates</b>										
150% Rate**	22%	25%	28%	31%	33%	34%	35%	33%	39%	42%

\*\*—Degree completions are measured by the accepted federal guideline of 150 percent of program length (1.5 years for certificates, three years for associates, and six years for baccalaureates).



## DEGREES CONFERRED

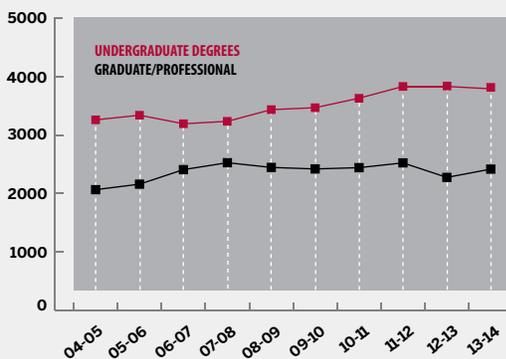
The total number of degrees conferred at IUPUI climbed steadily over most of the last decade, dipped in 2012-13, and increased again in 2013-14. Baccalaureate degree conferrals reached an all-time high in 2013-14. The number of degrees earned by minority students also set a record in 2013-2014.

### DEGREE YEAR (JULY TO JUNE)

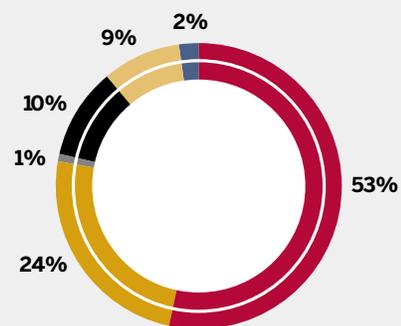
	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Certificate	469	442	459	487	467	409	556	629	663	651
Associate	608	565	444	405	364	289	229	201	160	137
Bachelor's	2,654	2,776	2,751	2,831	3,073	3,181	3,404	3,633	3,670	3,682
Master's	1,410	1,490	1,689	1,807	1,759	1,669	1,687	1,753	1,520	1,645
Doctoral-Research	26	31	34	44	56	48	57	35	48	61
Doctoral-Practice	629	638	685	676	631	703	698	736	707	711
<b>Total</b>	<b>5,796</b>	<b>5,942</b>	<b>6,062</b>	<b>6,250</b>	<b>6,350</b>	<b>6,299</b>	<b>6,631</b>	<b>6,987</b>	<b>6,768</b>	<b>6,887</b>
Total African-American	438	488	427	475	487	521	454	514	516	515
Total Minority	747	805	788	848	876	888	952	1,011	976	1,059
Total Minority (new IPEDS definition)**							1,003	1,084	1,081	1,177

\*\*—Two or More Races are included in Total Minority.

### TREND



### 2012-13 DISTRIBUTION



BACHELOR'S | MASTER'S | DOCTORAL-RESEARCH  
DOCTORAL-PRACTICE | CERTIFICATE | ASSOCIATE

## UNDERGRADUATE ALUMNI EMPLOYMENT AND FURTHER EDUCATION OUTCOMES

Alumni employment data have changed little in recent years, with the exception of a slight decline in recent graduates' estimation of how well their education enhanced their future prospects.

### FALL 2011 BACHELOR'S DEGREE RECIPIENTS

Percent employed full- or part-time <sup>1</sup>	92
Percent pursuing further education full-time	20
How well did your IUPUI education prepare you for this job? <sup>2</sup>	87
How well do you think your IUPUI education enhanced your prospects for further advancement? <sup>2</sup>	94
How closely does your job relate to your IUPUI major area of study? <sup>3</sup>	79
Overall quality of the education you received at IUPUI? <sup>4</sup>	96
Quality of teaching by faculty in your major area? <sup>4</sup>	83
Quality of academic advising in your major? <sup>4</sup>	53

Source: Results of the 2011 Undergraduate Alumni Survey of undergraduate degree recipients. | 1–Excludes respondents indicating they are not looking for work or are on active duty in the military. | 2–Percentage responding somewhat or very well. | 3–Percentage responding somewhat or directly related. | 4–Percentage responding satisfied or very satisfied.

## GRADUATE ALUMNI EMPLOYMENT AND FURTHER EDUCATION OUTCOMES

Alumni employment data have changed little in recent years, with the exception of a slight decline in recent graduates' estimation of how well their education enhanced their future prospects.

	Fall 2011 Master's Degree Recipients	Fall 2011 All Doctorate Recipients
Percent employed full- or part-time <sup>1</sup>	95	97
Percent pursuing further education full-time	18	14
How well did your IUPUI education prepare you for this job? <sup>2</sup>	89	99
How well do you think your IUPUI education enhanced your prospects for further advancement? <sup>2</sup>	95	95
How closely does your job relate to your IUPUI major area of study? <sup>3</sup>	92	99
Overall quality of academic experiences at IUPUI? <sup>4</sup>	98	100
Quality of instruction by faculty in your major area? <sup>4</sup>	97	99
Quality of advising or mentorship you received? <sup>4</sup>	75	69

Source: Results of the 2011 Graduate Alumni Survey of undergraduate degree recipients. | 1–Excludes respondents indicating they are not looking for work or are on active duty in the military. | 2–Percentage responding somewhat or very well. | 3–Percentage responding somewhat or directly related. | 4–Percentage responding satisfied or very satisfied.





### STUDENT PARTICIPATION IN RISE<sup>1</sup> EXPERIENCES<sup>2</sup>

Forty-six percent of 2012 senior respondents to the National Survey of Student Engagement (NSSE) indicated that they had participated in a practicum, internship, field experience, or clinical assignment, about the same as in the 2009 administration of NSSE. About 60 percent of seniors in 2012 reported that they had participated in community service or volunteer work. Fewer than one out of ten senior respondents in 2012 said that they had studied abroad and 18 percent reported that they had participated in research with a faculty member outside of course or program requirements.

	2004	2006	2009	2012
<b>Practicum, internship, field experience, co-op experience, or clinical assignment</b>				
First-Year	2%	8%	6%	9%
Seniors	36%	43%	46%	46%
<b>Community service or volunteer work</b>				
First-Year	39%	48%	46%	55%
Seniors	43%	53%	60%	60%
<b>Work on a research project with a faculty member outside of course or program requirements</b>				
First-Year	3%	6%	6%	9%
Seniors	12%	16%	18%	18%
<b>Study abroad</b>				
First-Year	3%	3%	3%	3%
Seniors	6%	8%	10%	8%

1—Research, International experience, Service learning and other Experiential Learning | 2—Percentages of students indicating they had done the activity.

## THE ACADEMIC AND NON-ACADEMIC WORKFORCES

IUPUI's academic workforce has grown in the last ten years. The number of non-academic staff employees increased between 2005 and 2009, but has decreased in the past four years.

FALL TERMS	2005	2006	2007	2008	2009	2010	2011	2012	2013
<b>Tenure-Track Faculty (Exc. Librarians)</b>									
Professor	508	515	524	531	536	536	528	528	540
Associate Professor	438	438	430	431	439	446	461	477	467
Assistant Professor	361	353	339	345	346	378	360	356	349
Total	1,307	1,306	1,293	1,307	1,321	1,368	1,349	1,361	1,356
<b>Other Academic Appointments</b>									
	1,311	1,350	1,447	1,512	1,632	1,714	1,747	1,786	1,822
<b>Appointed Staff</b>									
Exec./Admin./Mgr./Professional	2,055	2,099	2,186	2,285	2,320	2,283	2,180	2,255	2,295
Secretarial/Clerical	1,419	1,421	1,421	1,421	1,405	1,304	1,114	1,053	984
Technical/Paraprofessional	734	741	735	717	727	732	684	653	616
Skilled Crafts	120	116	118	129	136	133	105	106	84
Service Maintenance Workers	239	244	249	282	283	272	305	322	345
Total	4,567	4,621	4,709	4,834	4,871	4,724	4,388	4,389	4,324

## GENDER AND ETHNIC MINORITY REPRESENTATION AMONG FACULTY, STAFF, AND STUDENTS

Women and African-Americans are better represented among professional staff than among tenured and tenure-track faculty. Campus initiatives focused on hiring minority tenured and tenure-track faculty members have led to a modest increase in the number of these faculty.

FALL SEMESTER	2005	2006	2007	2008	2009	2010	2011	2012	2013
<b>Tenure-Track Faculty (Exc. Librarians)</b>									
Percent Women	30	30	31	32	31	33	33	33	33
Percent Minority	19	19	20	22	23	23	23	24	25
Percent African-American	3	3	3	4	4	4	4	4	4
Percent Minority (new IPEDS definition)**						24	25	26	27
<b>Executive, Administrative, Managerial, and Professional Staff</b>									
Percent Women	68	68	68	68	67	67	67	68	67
Percent Minority	15	15	15	15	15	14	14	15	14
Percent African-American	7	7	8	8	8	8	9	8	9
Percent Minority (new IPEDS definition)**						15	16	16	16
<b>Students</b>									
Percent Women	58	58	58	57	58	57	57	57	56
Percent Minority	15	15	15	15	16	17	17	18	19
Percent African-American	9	9	9	9	9	9	9	10	10
Percent Minority (new IPEDS definition)**						18	19	21	22

\*\*--New IPEDS definitions for Race/Ethnicity were implemented in 2010. The new category of "Two or More Races" is included in Minority.

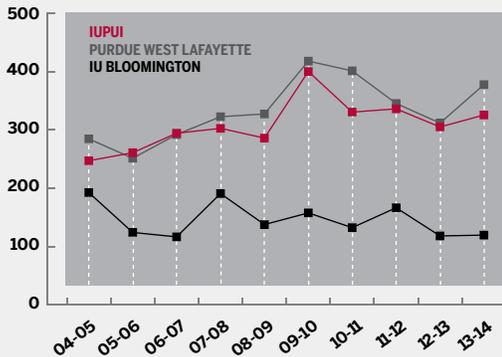


## GRANT AND CONTRACT AWARDS<sup>1</sup>

IUPUI continues to garner extensive external grant and contract support for research, service, and instruction.

FISCAL YEAR	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
IUPUI	247.3	261.1	294.5	302.8	286.2	400.3	330.7	336.3	305.2	325.7
IU Bloomington	192.7	124.4	116.8	191.1	137.9	157.9	132.6	166.7	118.4	119.8
Purdue West Lafayette	284.7	251.6	292.2	322.8	327.5	418.1	401.4	345.5	311.9	377.8

1-In millions of dollars.



## GRANT AND CONTRACT INCOME BY PURPOSE<sup>1</sup>

Almost 60% of IUPUI's external grant and contract funding for 2013-14 supported research.

FISCAL YEAR (JULY TO JUNE)	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Total <sup>1</sup>	\$247.3	\$261.1	\$294.5	\$302.8	\$286.2	\$400.3	\$330.7	\$336.3	\$305.2	\$325.7
Research	157.4	168.0	148.3	195.0	185.7	279.1	211.1	209.6	189.4	192.7
Instruction	8.5	11.9	12.2	9.6	11.9	12.4	8.1	10.3	8.3	7.9
Public Service/Other <sup>2</sup>	81.5	81.2	134.0	98.2	88.6	108.8	111.5	116.5	107.5	125.1

1-In millions of dollars. | 2-Includes clinical trials

## SERVICE LEARNING

The Center for Service and Learning reports that IUPUI set new records in 2013-14 for service learning hours contributed, number of community-based learning courses, and number of community partners for service learning.

ACADEMIC YEAR	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Classes	53	157	119	150	223	309	372	514	501	522
Faculty Involved	54	100	92	123	120	138	167	208	195	214
Student Enrollment	2,079	2,900	2,659	3,925	4,647	6,211	8,487	9,955	8,711	8,602
Hours of Service	49,048	47,592	41,797	74,641	90,331	118,000	158,913	181,262	277,539	308,921
Community Partners	211	296	178	252	232	230	186	278	292	443

NOTE: An improved tracking system was implemented in 2012-13. Data reported prior to 2012-13 may be less accurate.





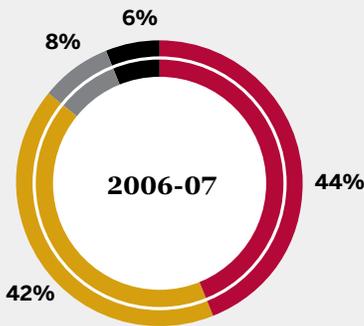
**RECENT TRENDS IN IUPUI BUDGETED EDUCATION AND GENERAL REVENUES**

State appropriations have declined as a percentage of IUPUI’s total education and general revenue stream over the last eight years. Student fee income is now IUPUI’s largest source of revenue.

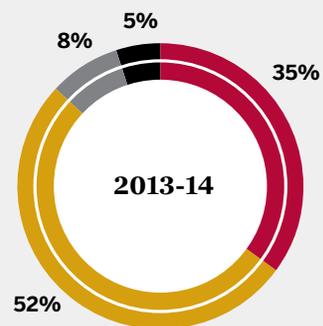
**FISCAL YEAR**

**(JULY TO JUNE)**

	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
State Appropriation	\$208,996,707	\$221,431,012	\$230,023,021	\$231,939,802	\$211,325,125	\$211,347,086	\$214,404,529	\$223,725,395
Student Fee Income	\$202,829,632	\$221,140,705	\$249,512,190	\$257,474,927	\$279,462,565	\$310,107,923	\$311,585,128	\$328,103,271
Indirect Cost Recovery	\$39,145,853	\$35,853,737	\$37,553,592	\$39,895,299	\$46,422,377	\$46,963,886	\$47,257,148	\$47,339,222
Other Income	\$26,819,187	\$28,031,251	\$28,737,477	\$29,707,652	\$25,422,738	\$31,349,825	\$32,456,583	\$33,006,983
<b>Total</b>	<b>\$477,791,379</b>	<b>\$506,456,705</b>	<b>\$545,826,280</b>	<b>\$559,017,680</b>	<b>\$562,632,805</b>	<b>\$599,768,720</b>	<b>\$605,703,388</b>	<b>\$632,174,871</b>



**STATE APPR. | STUDENT FEE INCOME**  
**INDIRECT COST RECOVERY | OTHER INCOME**



**STATE APPR. | STUDENT FEE INCOME**  
**INDIRECT COST RECOVERY | OTHER INCOME**



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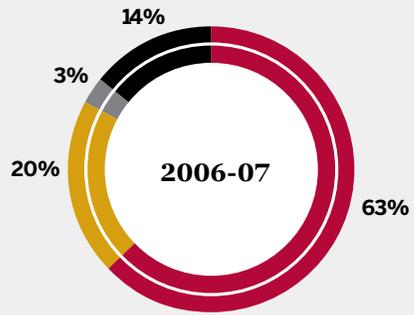
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Images courtesy of Indiana University.

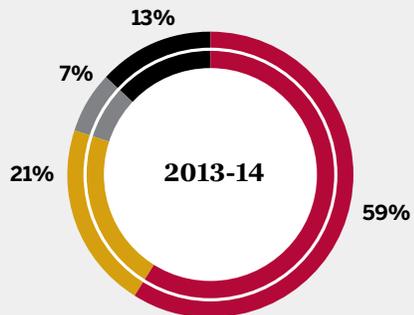
**RECENT TRENDS IN IUPUI BUDGETED EXPENDITURES**

The percentages for budgeted expenditures by category have remained fairly stable since 2005-06, but the percentage spent on student financial aid has more than doubled.

FISCAL YEAR (JULY TO JUNE)	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Compensation	\$302,383,309	\$316,939,582	\$340,930,927	\$348,631,961	\$355,913,583	\$379,456,940	\$383,592,669	\$374,825,825
General S & E	\$96,037,411	\$106,631,989	\$120,768,029	\$123,684,368	\$110,538,173	\$114,457,831	\$117,674,182	\$130,476,562
Student Financial Aid	\$14,598,697	\$17,334,382	\$22,300,279	\$23,877,321	\$29,332,194	\$33,088,492	\$33,818,148	\$41,921,963
Other Expenses	\$64,771,962	\$65,550,752	\$61,827,045	\$62,824,030	\$66,848,855	\$72,765,457	\$70,618,389	\$84,950,521
<b>Total</b>	<b>\$477,791,379</b>	<b>\$506,456,705</b>	<b>\$545,826,280</b>	<b>\$559,017,680</b>	<b>\$562,632,805</b>	<b>\$599,768,720</b>	<b>\$605,703,388</b>	<b>\$632,174,871</b>



COMPENSATION | GENERAL S&E  
 STUDENT FINANCIAL AID | OTHER



COMPENSATION | GENERAL S&E  
 STUDENT FINANCIAL AID | OTHER



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