

Criterion Two: Planning for the Future

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

Introduction

IUPUI's planning documents have consistently set high expectations for this urban campus and have reflected commitments to innovation and collaboration. In 1994 one of five principal components of IUPUI's mission was to

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

In 1998 a planning goal was to achieve “regional, national, and international recognition as a **center of excellence** in professional education and health-related research.” Another goal was to develop “technology and its applications to guarantee **access to global information resources** in support of teaching, learning, and research.”

A principal goal in support of the 2002 revision of IUPUI's mission—which remains one of ten principal goals today—is stated, “Conduct **world-class** research, scholarship, and creative activity relevant to Indianapolis, the state, and beyond.” An implementation strategy related to promoting scholarship is to

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

While these goals for innovation and collaboration are aspirational and will continue to shape IUPUI's planning for the future, we have achieved national and international recognition for our achievements related to each. Over the years a steady stream of visitors from other states and other nations from as far away as South Africa and Japan has sought our advice about the model of interinstitutional collaboration IUPUI has created in building the partnership between Indiana University and Purdue University. We now have recognized national centers for clinical and translational sciences, cancer research, women's health, nursing education, and alcohol addiction research, all of which involve collaboration across disciplinary boundaries. In 2009-10

IUPUI is 17th in the nation in the number of degrees and certificates awarded in health sciences and related fields.

IUPUI provides headquarters for the Global Network Operations Center and its University Information Technology Services (UITS) < <http://uits.iu.edu/> > manages research initiatives supported by the National Science Foundation, collaborates with other universities on open source software development, and provides leadership in cyber security. Digital textbooks, virtual software delivery, and flexible learning environments place Indiana University at the cutting edge of information technology for higher education.

With support from the Lilly Endowment, which is located in Indianapolis, centers on philanthropy, urban policy, and community service mapping using geographic information systems have achieved international recognition for conducting research locally and demonstrating its relevance globally. We will provide details of these achievements and many others related to our planning goals in subsequent sections of this self study.

A 2005 mission differentiation study focused IUPU Columbus strategic goals on the needs of students and other constituents in the South Central region of Indiana. An expanded organizational structure at IUPUC undertaken in 2010 included creation of the role of Special Assistant to the Vice Chancellor for Strategy; the IUPUC strategic planning process is guided by that office. Now IUPUC administrators, with input from faculty, staff, and community leaders, have developed a strategic plan to fulfill the regional focus of the Columbus campus < <http://www.iupuc.edu/about/> >.

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

Chancellor Charles Bantz and Executive Vice Chancellor Uday Sukhatme, as well as the academic deans, are voracious consumers of information, which they use for internal and external environmental scanning. The Office of Information Management and Institutional Research (IMIR) bears the principal responsibility for internal environmental scanning at IUPUI. At IUPUC a new Office of Institutional Research was established in 2011 to meet the growing information needs of the campus and to reflect the unique role the campus plays in serving the region.

IMIR staff do enrollment forecasting and provide deans with weekly reports on actual enrollments for the next semester. IMIR staff also work with University Institutional Research and Reporting (UIRR) to forecast long-term enrollment trends for IUPUI. In addition, IMIR staff

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

www.indianactsi.org/about/aboutus

work with personnel in the division of Finance and Administration to compute for use in academic planning various management ratios such as state appropriation and sponsored research income per budgeted FTE academic appointment < <http://reports.iupui.edu/> >.

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

Campus research centers such as Polis, Urban Policy and the Environment, and Business and Economic Research are additional sources of data for environmental scanning. Indiana University administrators sponsor a periodic economic impact study that contains an estimate of the dollar value to Indianapolis and central Indiana that IUPUI adds each year ??? < <http://www.policyinstitute.iu.edu/urban/projectDetail.aspx?projectID=315> > . Also, staff in UIRR collect and report official data concerning IUPUI and IUPUC students, faculty, staff, and finances. This information is included in the *IU Fact Book* < <http://www.iupui.edu/about/facts.html> > and other reports.

In any given year a specific set of planning priorities influenced by societal and economic trends shapes actions and expenditures. A sample of the priorities set forth for 2007-8 illustrates the campus commitments to community and to enhancing faculty quality and student success, multiculturalism, and internationalization.

- a. Use cluster hiring and other strategies to recruit, hire, and retain outstanding faculty with strong research records and diverse backgrounds.
- b. Increase summer bridge programs, advising, tutoring, and financial aid for at-risk freshmen.
- c. Recruit more out-of-state and international students
- d. Start an Honors College
- e. Develop a multicultural center and hire a senior administrator for diversity, equity, and inclusion.
- f. Develop new programs to reduce health disparities and to contribute to economic development.
- g. Strengthen interdisciplinary collaboration by creating Signature Centers.

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

<http://medicine.iupui.edu/>

- h. Develop Translating Research into Practice (TRIP) initiative to advance Indiana's economic health and life sciences-related development.

Innovation and collaboration are apparent in the Indiana University Research and Technology Center (IURTC), which is located on the IUPUI campus < <http://innovate.indiana.edu/iurtc/> >. Faculty interested in obtaining patents or trademarks for their work receive assistance here, and incubator space is available for start-up companies that intend to produce faculty and staff inventions

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

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

IUPUI is a financially sound institution, but not without its fiscal challenges. State appropriations for higher education in Indiana have increased only modestly in the past ten years and due to rising costs have dwindled as a percentage of the operating budget: 33% of IUPUI's general fund operations in FY 2012, down from 49% in FY 2002. Nevertheless, the practice of responsibility center management (RCM) across the campus coupled with prudent management of resources by academic and administrative units has kept cost centers in the black. When a few units have experienced unplanned year-end shortfalls, central administrators have worked with each appropriate dean to develop a financial plan that would restore fiscal health in one to three years.

Since 1989 RCM has provided for the chancellor 1% of the annual state fiscal appropriation for reallocation to campus priorities. Obviously this places almost all of the financial resources from the state in the academic units. After the state appropriation is distributed among academic units, under RCM academic units pay an annual assessment or overhead tax to support campus administrative units. Deans are responsible for managing and increasing their income streams, including tuition and fees, indirect cost revenue, and philanthropic gifts. The ability to carry forward their own unspent operating dollars and reserve

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

funds from year to year enables deans to engage in multi-year planning and budgeting. Along with modest annual or biennial increases in tuition, deans have enhanced income streams from additional sources, including private gifts, sponsored research, continuing education and training for executives and other external employee groups, and practice plans for physicians. The campus development campaign raised \$1.025 billion in 2003 and over \$1 billion of the \$1.3 billion goal for the campaign scheduled to end in 2013 has been raised already.

In 2003, when it appeared that there could be a cut of 5 percent or more in the state appropriation, the chancellor appointed a Financial Planning Advisory Committee (FPAC) to develop a plan for addressing the anticipated cuts. The state's budget situation improved and significant decreases in the state appropriation were avoided. Nevertheless, deans began immediately to implement their plans for husbanding current resources and for increasing revenues from other sources and these behaviors have enabled them to maintain solid financial positions throughout the past decade. Now a Resource Planning Committee (RPC), convened by the Vice Chancellor for Finance and Administration and comprising representatives of faculty and staff governance as well as deans and vice chancellors, advises the chancellor on planning and budgeting priorities.

*The Center for Urban Policy and the Environment works in partnership with community leaders, business and civic organizations, nonprofits, and government. CUPE's work is focused on urban policy, intergovernmental cooperation, community and economic development, housing, environmental issues, and fiscal affairs research essential to developing strategies to strengthen Indiana's economy and quality of life.
<http://www.policyinstitute.iu.edu/urban/index.aspx>*

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

< <http://ctl.iupui.edu/> >
< <http://crl.iupui.edu/> >
< <http://csl.iupui.edu/> >

IUPUI has a history of achieving its planning goals (see, for instance, EVC Sukhatme's update on his Academic Plan at < <http://academicaffairs.iupui.edu/plans/academic-plan/> >). Using the representative goals listed in 2a above, we can illustrate this assertion.

- a. Cluster hiring and EVC Sukhatme's Supporting the Recruitment of Underrepresented Faculty (SRUF) initiatives have increased the percentages of minorities and women in faculty ranks. Forty-three underrepresented faculty members have been hired, and forty-one retained, now that the programs are in their fourth year. The campus

- percentage of underrepresented faculty has risen from 19% to 24% in the past five years.
- b. Scholarship assistance from the campus general fund budget has more than quadrupled—from \$7,397,000 in FY 2002 to \$33,088,000 in FY 2012. Freshman-to-sophomore retention has climbed from 58% to 72%, and the 6-year graduation rate has increased from 28% to 35%.
 - c. More out-of-state and international students are enrolled. In Fall 2002, 644 out-of-state students were enrolled at IUPUI; by Fall 2011 this figure was 1052, an increase of 63 percent. The number of international students in Fall 2002 was 900, and had increased by 60%—to 1,446—by 2011.
 - d. A dean of the Honors College, Jane Luzar, was selected in 2009 and a newly-remodeled space in the University Library provides an attractive environment for the first two cohorts of extraordinarily well-prepared Honors College students.
 - e. Ken Durgans, most recently at Rensselaer Polytechnic Institute, became IUPUI’s first Assistant Chancellor for Diversity, Equity, and Inclusion in July 2008. He created the Multicultural Success Center the following year and in 2010 renovated space in centrally-located Taylor Hall to enhance the resources of that center to provide a welcoming environment for a variety of programs for diverse student groups. By fall 2011 the percentage of IUPUI students identifying themselves as Hispanic/Latino, African American, Native American, and Asian had increased from 16%, where it had stabilized for nearly a decade, to 19 percent.
 < <http://diversity.iupui.edu/> >
 < <http://msc.iupui.edu/> >
 - f. IUPUI’s multidisciplinary Department of Public Health within the School of Medicine has received an infusion of campus and private funding to increase the likelihood that it can be accredited in 2012 as a School of Public Health
 < <http://www.pbhealth.iupui.edu/> >. A baccalaureate degree for training physicians’ assistants has received all requisite university and state approvals. In 2008 the first BS in Motorsports Engineering in the U.S.—developed in the community famous for the Indianapolis 500 race—welcomed its first class of students
 < <http://www.engr.iupui.edu/motorsports/msteeng.shtml> >. Over the past 11 years, IUPUC has begun to develop and offer complete degree programs in response to community needs in South Central Indiana; these programs include business (undergraduate and MBA), psychology, nursing, education, general studies, and most recently the MA in mental health counseling.
 - g. In four rounds of competition, 37 Signature Centers, which must be interdisciplinary, have been created. These centers, funded with approximately \$10M (\$1.5M annually supplied by Academic Affairs,

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

matched with an equal amount from academic units) have attracted a total of \$136.5M in external funds since their founding. In 2008 Arizona State University's Center for Measuring University Performance ranked IUPUI among the top 50 public research universities in the country.

< <http://academicaffairs.iupui.edu/plans/signaturecenters.cfm> >

- h. IUPUI's Translating Research into Practice (TRIP) initiative was launched in 2007 and now encompasses more than 100 translational scholars. A website contains examples of translational scholarship and encourages communication among faculty, staff, students, and the community. Each fall and spring a TRIP Community Showcase open to the community as well as the campus features the work of translational scholars. < <http://trip.iupui.edu/about/> >

Human resources are deployed effectively and financial resources are invested to develop faculty through Center for Teaching and Learning (CTL) programs, staff through extensive and targeted Human Resources Administration (HRA) training, and students through leadership enhancement and other Student Life programs. Programs offered by CTLs at IUPUI and IUPUC are described more fully in Chapter 3 and include new faculty orientation, series of workshops designed to improve teaching and evaluation, grants to support innovative curricular and instructional projects, and special events such as addresses by prominent scholars from other universities. Many of the presentations involve collaborations among effective instructors representing a variety of disciplines. CTL programs are modified and added continually to meet identified faculty needs. Responses to the 2009 IUPUI Faculty Survey indicated that two-thirds of the faculty were satisfied with "faculty development opportunities at IUPUI."

Staff development programs, described more fully in Chapter 4, are provided by HRA < <http://www.hra.iupui.edu/> >. In addition to a full range of employee services including recruitment, orientation, and benefits counseling, HRA personnel provide single workshops and series on such topics as effective communications, customer service, supervisory skills, time and stress management, conflict resolution, and compliance requirements. Responses to the 2009 IUPUI Staff Survey indicated that approximately two-thirds of staff were satisfied with "the kinds of training currently available to me."

Student Life professionals offer leadership training, learning opportunities in student organizations, and personal and career counseling < <http://life.iupui.edu/osi/leadership/> >. Further details may be found in Chapter 3. In 2009 69% of first-year students and 60% of IUPUI seniors responding to the National Survey of Student Engagement indicated satisfaction with IUPUI's emphasis on "providing the support you need to help you succeed academically."

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

In 1992 IUPUI's then-Chancellor, Jerry Bepko, created a new vice chancellorship for planning and institutional improvement. The first incumbent built a division that also serves IUPUC and encompasses institutional research, a testing center, comprehensive academic and

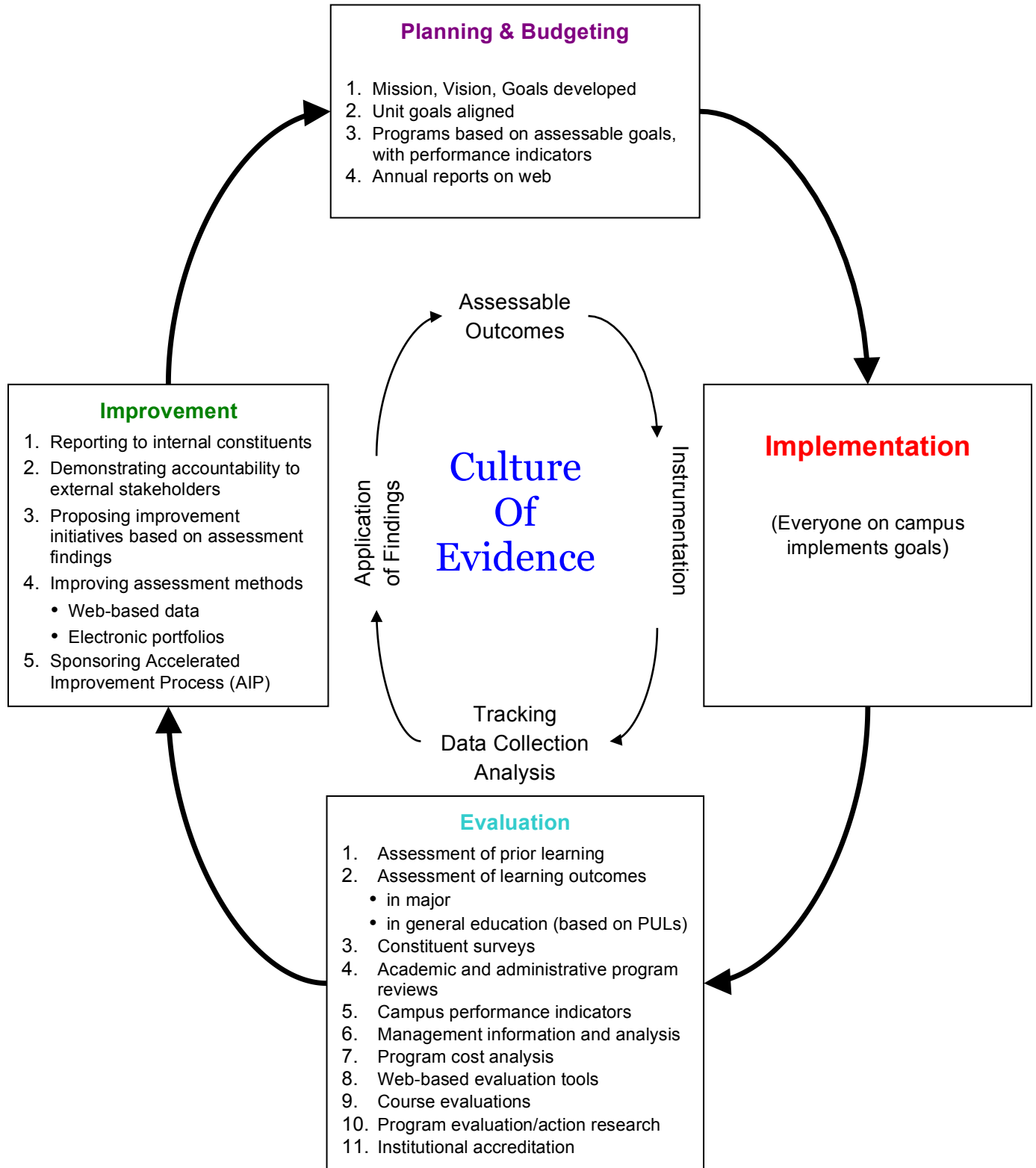
administrative program review, activity-based costing, and institutional effectiveness. This investment in the division of Planning and Institutional Improvement (PAII) provides evidence of the importance accorded planning and evaluation at IUPUI.

Over the past two decades PAII principals have worked to build a culture that values evidence-based decision-making, to link planning and evaluation, and to ensure that measures of outcomes—particularly student learning outcomes—provide direction for continuous improvement of curriculum, instruction, and academic support and administrative services < <http://www.planning.iupui.edu/prac/> >. The diagram on the next page provides a visual depiction of the relationships among planning, implementation, evaluation, and improvement at IUPUI.

The PAII division has been recognized for its work by four national organizations. Both Trudy Banta, the first Vice Chancellor for Planning and Institutional Improvement, and Gary Pike, current Executive Director for Information Management and Institutional Research (IMIR), are professors of higher education and have received multiple national awards for their scholarship and practice related to outcomes assessment.

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

Planning, Evaluation, and Improvement at IUPUI



Planning and Evaluation

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

In preparation for the 2012 reaffirmation visit, each dean was asked to prepare a 10-year report on school initiatives and outcomes related to IUPUI's major planning themes < <http://nca.iupui.edu/> >. These documents provided valuable source materials for the teams assembling evidence for the self study. Subsequently they have also become recommended background reading for new deans and serve as foundation documents for school strategic planning efforts.

In addition to writing the *IUPUI Performance Report*, staff in the Office of Institutional Effectiveness develop an annual report on outcomes assessment at IUPUI. This provides an overview of the evaluative activities undertaken each year, including assessment of learning in academic units, surveys conducted by IMIR staff, and academic and administrative program review (see < <http://planning.iupui.edu/accountability/> >, scroll to 'IUPUI Campus Assessment Reports').

Central Data-Collection Systems

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

- a. Continuing Student Satisfaction and Priorities Survey – Version A* – every third year
- b. Continuing Student Satisfaction and Priorities Survey – Version B * – every third year
- c. National Survey of Student Engagement (NSSE) – every third year
- d. IUPUI Faculty Survey – at 3-4-year intervals
- e. IUPUI Staff Survey – at 3-4-year intervals

- f. IUPUI Undergraduate Alumni Survey – every third year
 - g. IUPUI Graduate Alumni Survey – every third year
 - h. Student Pulse Survey (some 10-15 questions on a single topic) – twice per semester
- (*In order to keep the survey to a manageable length, two versions of the Continuing Student Survey were created, each containing different sets of items.)

A full schedule of planned surveys is available online at < <http://imir.iupui.edu/surveys/reports/IMIR%20Survey%20Schedule.pdf> >. Most locally developed surveys listed above (a, b, d, e, f, g) contain some common items to permit triangulation < <http://www.planning.iupui.edu/assessment/> >.

Student dissatisfaction with the social environment at IUPUI was instrumental in establishing the office of Vice Chancellor for Student Life, the Campus Center, and new student housing on campus. To acknowledge lower-than-desired student appraisals of the amount of support IUPUI provides students to help them succeed academically on the 2002 NSSE, more writing practice and opportunities for peer interaction in learning were introduced. In 2009 students' responses to the related NSSE items showed significant improvements in satisfaction.

Insert NSSE Table Here

First-year experiences offered in University College such as peer mentoring, math assistance, first-year seminars, and themed learning communities are evaluated for their effects on persistence, overall GPA, and student satisfaction, and these assessment data are used to expand, strengthen, or eliminate programs < <http://research.uc.iupui.edu/AboutUs/DepartmentReports.aspx#dltop> >. For example, early NSSE results showed that first-year students who participated in Themed Learning Communities (TLCs) were more engaged in their college experience than students who did not. (TLCs are built around two or three linked core courses, such as composition and history, in which freshmen enroll as a cohort during their first semester.) This survey finding encouraged faculty leaders to expand the program, creating Themed Learning Communities in African-American Perspectives, Crime in America, and Health and Wellness, as well as TLCs for prospective Engineering and Business majors.

Division of Student Life staff focus their initiatives on strengthening students' generic intellectual skills, assessing their success in doing that, then making warranted improvements < <http://life.iupui.edu/> >. The Center for Service and Learning staff collect and use evidence of civic engagement and of student learning in service-learning courses. Solution Center principals assess student performance in internships < <http://www.iupui.edu/~solctr/> >.

Program Review

Program review for academic and administrative units is the most comprehensive evaluation process administered centrally at IUPUI. It is coordinated by the Director of Program Review in the Office of Planning and Institutional Improvement. This collaborative process brings to bear the collective judgment of respected colleagues in assessing and improving the

quality of academic units. Program review involves students, faculty, community members, school and campus administrators, and external specialists in

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

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

Program review at IUPUI is based fundamentally on our three principal planning themes of Teaching & Learning, Research & Scholarship, and Civic Engagement, as well as the cross-cutting themes of collaboration, diversity, and pursuit of best practices. Comprising the review team for each unit, which will spend 2 or 2 ½ days engaged in a campus visit, are two or three experts in the relevant discipline from outside Indiana, who can provide informed perspectives on teaching and learning, research and scholarship, and exemplary administrative practice; a community leader who can reflect the community's perspective on the IUPUI entity under review and simultaneously make recommendations for enhancing the institution's civic engagement; and two internal representatives from related departments who can reflect on the unit's reputation within IUPUI and make recommendations for increasing cross-disciplinary collaboration.

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

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

Program review has provided the stimulus for some kind of improvement in virtually every unit reviewed since the process was initiated in 1994. Perhaps the recommendation offered most often is that units do more systematic planning. Far more long-range and strategic planning is being done at IUPUI now than in the period 1969-1994. Reviews of component units in Student Life and University College have led to new directions for programming and increased investment in strong initiatives. Faculty in academic units have implemented

recommendations that they revise curricula, provide additional support for students, or focus future hiring in specific areas.

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

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

As described above, both the campus as a whole and individual units are encouraged to do their own planning for the future, but to do so within the framework of IUPUI's mission and principal planning themes. Vision, Mission, Values, Goals, and Implementation Strategies may be viewed at < <http://www.iport.iupui.edu/> >

Faculty Council Planning and Budgetary Affairs (BAC) Committees at IUPUI and the Budgetary and Resources Policy Committee (BRPC) at IUPUC pursue their own issues throughout the year, but come together periodically to learn about budget parameters. Members of these committees review the Web-based annual reports of deans and vice chancellors and thus are prepared to ask pertinent questions in planning/budgeting hearings that are held in January and February each year. For the last three years so-called "Cluster Conversations" have been substituted for one-hour hearings for individual deans and vice chancellors. Four clusters of deans and vice chancellors spend three hours each, first in brief (7-minute) individual presentations, then in conversation with fellow administrators and Planning and BAC members; new ideas, priorities, and strategies are proposed. One suggestion emerging from the 2010 Cluster Conversations was implemented immediately: A grant writer who could assist faculty across the campus in developing proposals was hired within the Office of Research. In 2011 sports administration emerged as a cross-disciplinary interest and several deans volunteered to pursue joint approaches to academic programming and research in this arena, building on the reputation of Indianapolis as "the Amateur Sports Capital of the United States".

While the limited resources available to the Chancellor in the RCM environment do not permit huge campus investments in new priorities, over a decade, some new initiatives are possible. Increased scholarship funds have been made available through central investment and new multi-disciplinary programs in biomedical engineering, public health, health informatics, and motorsports have been supported.

Challenges and Opportunities

The last comprehensive institution-wide planning initiative was completed in 2002, and the last revision of the IUPUI mission statement occurred in 2005. Following the 2012 reaffirmation visit, a new comprehensive planning process will be undertaken and new performance indicators and management ratios to meet the needs of decision-makers will be developed. This iteration of institution-wide planning will be informed by the advice of the HLC visiting team.

While academic deans and vice chancellors understand and support IUPUI priorities for planning and budgeting, the faculty, staff, and students are less well acquainted with these priorities. For example, in 2009 just 56% of faculty and 58% of staff responded in their respective surveys that they were satisfied with “the clarity of objectives and plans for the next few years at IUPUI.” In 2010 Chancellor Bantz initiated an electronic *Chancellor’s Newsletter* which is sent to all faculty and staff, to student leaders, and to a large number of community stakeholders. The newsletter communicates campus priorities and important issues. The chancellor also holds frequent meetings with student leaders and student organizations and issues the annual *Report to the Faculty* (each fall) and *Report to the Community* (each spring). Nevertheless, the campus is a large, complex community, and clear communication of campus objectives and plans for the near future will continue to be a challenge for IUPUI administrators.

Construction of new buildings has taken place continuously at IUPUI for the past two decades, and this trend will continue < <http://www.masterplan.iupui.edu/> >. However, given the current economic climate of the state, these new structures must be financed primarily with student, faculty, and staff fees for shared facilities (e.g., parking garages) and with private funds for buildings with specialized usage. Growth in sponsored research activity and in student enrollment have created enormous pressures on existing facilities, and the academic deans have identified as their highest priority for 2012 and beyond providing additional space for classrooms and laboratories, new student housing with food service, and a campus wellness center. Addressing critical campus space needs thus has emerged as a principal challenge.

One challenge that IUPUI has faced since its inception has been how to integrate an urban undergraduate university with a full complement of strong professional schools. We have turned that challenge into an opportunity, capitalizing on the proximity of the various schools to develop a large number of translational scientific collaborations. IUPUI is now a true health sciences campus with faculty in every school, including Liberal Arts, Business, and Informatics, as well as the Purdue Schools of Science and Engineering and Technology, collaborating with faculty in the Schools of Medicine, Dentistry, Nursing, and Law to create health-related programs of instruction, research, and civic engagement.