

# Enrollment Management Steering Group

March 25, 2010

Minutes

## Minutes

- Minutes from the January meeting were previously distributed. Minutes from all previous meetings are available by visiting <http://registrar.iupui.edu/emc/emsc-meetings.shtml>

## Focus for the year

- From Admissions to Census: Coordinating and Improving this Critical Period of Recruitment
  - Communications and other tasks to help convert admits to enrolled
    - Led by Admissions, identify the role everyone should play in recruitment flow

## Updates from the Chair

- Capacity Analysis
  - We are moving forward; awaiting more information from space planning folks. Becky recently learned that Dawn Rhodes has sent something out to the deans on space. Oner believes it is related to Phase II for new building. Member agreed these need to be pulled together.
  - The Space Utilization Office ran two models and found we are almost at capacity on a gross level in terms of classroom utilization. We also learned that 35% of Fall 2009 courses were filled to the course's established enrollment capacity. While we don't know how that measures nationally, it certainly demonstrates that we won't likely have a lot of unsold seats for this Fall.
  - If Fall 2010 enrollment "explodes," IUPUI will finally be forced to address this issue and set a limit on the size of the incoming class or cap certain high demand programs. We need to take the wide view of any potential limitation on admitted students as there are numerous courses that sometimes serve as choke points for some programs, such as Biology labs and Nursing.
- Budgetary update
  - One bright note—Admissions was able to pull some funding, supplemented by support by Dean Sukhatme, that will help us hire a Hispanic/Latino recruiter within Indiana. If possible, we would like to also use the recruiter out-of-state. The original proposal was to use this position for international work, but we are starting within Indiana.
  - Frank recommended we make a big splash out of this position to show our commitment to this population. Becky noted this is a matter of some delicacy so that other groups don't feel left out by not having "their" recruiter. Becky added there will be representation from community, faculty/staff council, and perhaps students on the search committee.
  - We have a significant portion of the Admissions operation that is being funded by the Enrollment Shaping Initiative. Becky reminded members that this is "soft money" sought and provided on an annual basis. The good news is that it is not subject to current budget restrictions, but if that funding dried up, we would lose four positions and most of our travel budget.
- Next steps in the Class of 2013 campaign
  - Amy told the group that External Affairs is more than happy to work on this initiative, but we need to have infrastructure in place for support and leadership and someone has to own post the marketing/admission point. External Affairs is working with Student

Life, but Amy notes External Affairs is not the best place to manage this. Student Life and UCOL will meet soon on this. Conversations continue. In the meantime she suggested taking a look at the student touch points throughout the year and brand those as events.

- Alumni Recruitment Initiative
  - The next out-of-of state fair is in the Houston area—we will use volunteer alumni to staff the IUPUI table.
  - Meeting this week and throughout April with graduating seniors to find out where they will live and identify possible volunteers, especially outside of the Indianapolis metro area.
  - Senior/graduation reception with student leaders and top 100 which will include an introduction to this initiative.
- Admissions Processing Update *see below*
  - We have passed 10,000 applications for the Fall
  - We are at outer edge of promised processing time and hope to catch up within the next couple of weeks.
  - Oner said he understood that Purdue-West Lafayette may be down in its admissions and may step up recruiting here.
- President's Admission Report
  - University Reporting and Research provides a regular summary of Fall admissions information to the President. The initial draft report for 2010 has been prepared. See charts below (updated with data through 5/2/2010)
  - The report is designed to give president a quick overview of admissions and enrollment but also has the benefit for us of having information on how the other campuses are doing. Note it is always delayed—PiC will be more current. The URR report also includes summer and fall in one group, where PiC separates. These means the two reports can't be easily compared.
  - A couple of explanatory notes about the data this year.
    - First off, the College GO! program earlier this academic year severely affects our ability to draw any valid comparisons with the 2009 data at this point. As the admissions cycle matures, the numbers should start to converge. We will remind the president of these data anomalies.
    - Second, the Fall 2010 class applicants completed a new two-question format for ethnicity. Whereas we don't expect dramatic changes in our race/ethnic demographic, incoming students can be assigned to two new categories – "Hawaiian/Pacific Islander" and "Two or More races". Again, this may make comparisons to 2009 data difficult.
    - For an interactive view of the admissions data, visit [http://www.iu.edu/~upira/reports/census/graph\\_adm\\_2011.html](http://www.iu.edu/~upira/reports/census/graph_adm_2011.html)
  - The question of whether to require enrollment deposits is back in play due to the difficulty in projecting size of class earlier than who shows up. In order to be approved, this would need to go in for trustee approval at same time of fee review, so we need to start thinking about it now with an eye toward 2011. EGTC is hearing more questions about the enrollment deposit as the quality of applicants has improved and applicants are more likely to be asked for deposits at other institutions to which they are applying.
  - Becky added that just as we have means of waiving application fees, we have ways to waive this for students in need.

## Goals to Help Advance Performance Indicator

In recent months, the deans, vice-chancellors, and faculty from the Planning and Budgetary Affairs Committees have engaged in a series of conversations regarding ways in which to advance individual units and IUPUI as a whole. These ideas were supplemented by suggestions from the chancellor's staff and were compiled in an *IUPUI Priorities* document that is attached below. The next step was to ask different groups to review the list and to identify those ideas that should be considered for priority implementation.

The EMC Steering Committee was given this task for its mission-related goal: attract and support a better prepared and a more diverse student population.

Members discussed the list included in the *Priorities* document and identified a number of items to recommend for additional consideration. In some cases the language of the idea on the original *Priorities* list was modified while other recommendations not appearing on the list were added. The group also noted that a number of ideas in the document were already being done while others were more appropriate for review by another body or perhaps beyond the ability of IUPUI to influence or implement on its own.

## Recommendations from EMC Steering Group

- Identify funding for additional need-based aid in order to increase access and improve the entering qualifications of students.
  - Ensure that limited resources are targeted at those likely to succeed.
- Promote diversity, equity, and inclusion through developing programming and space designed to generate an intentionally inclusive and welcoming environment.
  - We will continue to use the Office of Diversity Access and Achievement to reach out to prospective students and will work with the new Multicultural Center.
  - The creation this past year of the Office for Veterans and Military Personnel is an example of IUPUI's efforts in this area.
- Enhance the quality of campus life and the opportunities for social programming through planning for student housing, food service, health and fitness facilities and social space.
  - Adding or improving IUPUI's offerings in these areas will serve current students and be extremely helpful in our recruiting efforts.
- Determine IUPUI's position regarding its commitment to recruiting and supporting adult learners, including funding, special advising, and packaging of courses.

## Already being done

- Recruit more out-of-state and international students/Continue to strengthen IUPUI's capability to recruit out-of-state students. This will be critical to our long-term effort to enlarge our resource base.
  - This is in process and has resources directed toward accomplishing these goals.
- Support student success by continuing to serve at-risk students through such programs as summer bridge programs, themed learning communities, summer preparatory program, advising, tutoring and financial aid.
  - We have increased the amount of need-based institutional aid.
  - There is some difficulty in defining what constitutes an "at-risk" population. As a result, measuring success is more challenging.

- We are focusing resources on recruiting high ability students and at the same time the enrollment of lower ability students is decreasing due to the required completion of the Summer Success Academy. If we were to increase the admission cutoff point in order to enroll a higher percentage of high ability students, we would have pushed the cutoff point to a level that would reduce enrollments by lower-ability but still desirable students who would opt to enroll in other 4 year institutions.
- Attract and retain high ability undergraduates by developing space and activities for the IUPUI Honors College.
  - Ongoing.
  - Working with the IUPUI Honors College, a number of schools have provided financial support for scholarships targeting high-ability students.
- Continue to strengthen the academic identity of the IUPUI Honors College, and make it part of the branding and undergraduate recruitment effort of IUPUI.
  - Undergraduate Admissions and other Enrollment Services offices already are working with the IUPUI Honors College in our recruiting efforts.
- The Purdue name is an asset in the global branding of IUPUI.
  - The Purdue name is used in promoting the availability of its programs.
  - This is a key element in our international recruiting efforts.
- (The Indiana University is an asset in global branding of IUPUI.)
  - While not part of the original list, the global branding of IUPUI builds on the recognition of Indiana University in addition to Purdue University.

#### **For another IUPUI group**

- Enhance teaching, research, and information technology infrastructure.
- Provide educational value to all students who choose to study at IUPUI.
  - Ongoing
- Departments and schools with “mutually supportive” academic programs should work together in recruitment of high-ability students, and in developing interdisciplinary majors.
  - Sequencing courses and how they feed into each other already are in place between a number of units (Math and Engineering, for example). Additional steps required for success include:
    - Providing the course offerings needed to help students progress toward their degrees on a timely basis.
    - Ensuring that the academic and advising infrastructure needed to support the additional number of high ability and direct admit students is in place.

#### **Beyond IUPUI’s ability to influence**

- Build one schedule for Indiana University campuses and Ivy Tech.
  - This assumes a common academic calendar, at least among the IU campuses. While we essentially have this in place for the Spring term, doing so for the Fall would be more challenging. UITS would likely not be able to support tools such as OneStart and Oncourse if all campuses started on the same day in a Fall semester. Demand would result in unacceptable response time and service for students, staff, and faculty.
  - Even if the calendar is in place, the presumed intent of this recommendation is to expand course offerings available to the student, and promote the student’s ability to enroll concurrently across IU campuses (as well as with Ivy Tech). A major challenge is the scheduling of course offerings at individual institutions that typically are designed to meet

local campus needs and are not coordinated between/among the campuses. In addition, high demand courses are likely to be high demand at other campuses as well, leaving few openings in such courses for other students.

- The increased availability of distance education offerings and the student's flexibility to complete assignments in a more asynchronous manner may provide additional educational opportunity. In such cases a common calendar is not essential.
- Develop joint (collaborative) marketing for distributed education offerings.
  - This would require a structure for coordinated management. The previous attempt to develop a centralized structure was not successful in the environment at that time.
  - IU participates in the Indiana College Network, a joint marketing effort.
- Rationalize processes such as admissions and fee payment among Indiana University campuses and Ivy Tech.
  - The differences in the missions of the IU campuses result in different admission standards. Fee structures reflect differing philosophies among the campuses.
  - See also challenges listed in "Build one schedule" above.

### **Not ready for implementation**

- Study early college issues again. In light of increased dual credit activity on the part of other area colleges and universities, should we revisit IUPUI's policy against offering dual credit courses in high schools?
  - Developing the infrastructure required to support such an effort and to ensure the quality of instruction by high school teachers in the high schools would require a significant dedication of resources. In the Advance College Project, the university has a long-established program that allows students to take courses while still in high school. This structure is used by multiple IU campuses.
  - From an institution's perspective, a major reason for offering such a program is the hope or expectation that it will serve as a recruiting tool in drawing participants to enroll at the institution offering the courses. Is research available that shows this occurs?
  - There are other models for providing college courses to high school students, including a college instructor teaching at the high school (an expensive approach) and having high school students take classes as part of a normal collegiate offering, enrolling with other college students (such as IUPUI's SPAN program. The benefit of the latter is that the transferability of courses is higher as many universities are hesitant to accept transfer credit for courses taken in a high school setting.
  - IUPUI has a different model in place with its partnership at Crispus Attucks. We will need additional time to see if this close collaboration between Crispus Attucks and the campus results in participants continuing their education by enrolling at IUPUI. If so, this may provide an alternate model that might be replicated with other high school populations.
  - Before seeking any external funding (such as from the Gates Foundation), we need to know that the proposed program meets academic quality concerns and benefits the university at an appropriate cost.
  - ICHE's State Transfer and Articulation Committee (STAC) is setting up an oversight "accreditation" group to assure quality. Becky Porter represents IUPUI on STAC.

**Original list** excerpted from *IUPUI Priorities document* (full document appended below)

- I. Attract and support a better prepared and a more diverse student population.
  1. Recruit more out-of-state and international students.

2. Support student success by increasing the number of students served by summer bridge programs, themed learning communities, summer preparatory program, advising, tutoring and financial aid for at-risk freshmen.
3. Attract and retain high ability undergraduates by developing space and activities for the IUPUI Honors College.
4. Continue to strengthen the academic identity of the IUPUI Honors College, and make it part of the branding and undergraduate recruitment effort of IUPUI.
5. Promote diversity, equity, and inclusion through developing programming and remodeling space for the Multicultural Center.
6. Enhance the quality of campus life through planning for student housing, food service, and health and fitness facilities.
7. Enhance teaching, research, and information technology infrastructure.
8. Provide educational value to all students who choose to study at IUPUI.
9. Departments and schools with “mutually supportive” academic programs should work together in recruitment of high-ability students, and in developing interdisciplinary majors.
10. Rationalize processes such as admissions and fee payments among Indiana University campuses and Ivy Tech.
11. Develop joint (collaborative) marketing for distributed education offerings.
12. Study early college issues again. In light of increased dual credit activity on the part of other area colleges and universities, should we revisit IUPUI’s policy against offering dual credit courses in high schools?
13. Continue to strengthen IUPUI’s capability to recruit out-of-state students. This will be critical to our long-term effort to enlarge our resource base.
14. The Purdue name is an asset in global branding of IUPUI.
15. Build one schedule for Indiana University campuses and Ivy Tech.

**Upcoming EMC Meetings and tentative topics**

**2010-11**

September 24                      1:00-2:30                      CE 268

- Dean Sukhatme and charge for the year
- IUPUI International Student Barometer survey results

November 19                      1:00-2:30                      CE268

January 28                      1:00-2:30                      CE 268

April 15                      1:00-2:30                      TBD

**Upcoming EMC Steering Group Meetings**

**2010-11**

Wednesday, September 15                      1:00-2:30                      CE 260A

Thursday, November 11                      1:00-2:30                      CE 260A

Thursday, January 20                      1:00-2:30                      CE 260A

Thursday, March 24                      1:00-2:30                      CE 260A

Summer/Fall Undergraduate Admissions Summary (Through May 2, 2010)

 +/-5% change on cells > 10

	Applicants			Admits			Enrolled <sup>1</sup>		
	2009	2010	% Change	2009	2010	% Change	2009	2010	% Change
<b>Beginners</b>									
<b>BL</b>	33,006	36,592	10.9%	23,291	23,535	1.0%	0	0	
<b>IUPUI</b>	9,021	11,313	25.4%	5,337	6,623	24.1%	0	0	
<b>EA</b>	653	944	44.6%	437	500	14.4%	0	0	
<b>KO</b>	590	782	32.5%	450	548	21.8%	0	0	
<b>NW</b>	1,036	1,324	27.8%	717	886	23.6%	0	0	
<b>SB</b>	1,639	2,104	28.4%	1,077	1,252	16.2%	0	0	
<b>SE</b>	1,607	2,043	27.1%	1,302	1,491	14.5%	0	0	
<b>IU Unduplicated</b>	<b>43,966</b>	<b>48,658</b>	<b>10.7%</b>	<b>31,106</b>	<b>32,429</b>	<b>4.3%</b>	<b>0</b>	<b>0</b>	

	Applicants			Admits			Enrolled <sup>1</sup>		
	2009	2010	% Change	2009	2010	% Change	2009	2010	% Change
<b>First-Degree External Transfers</b>									
<b>BL</b>	3,162	3,278	3.7%	740	808	9.2%	0	0	
<b>IUPUI</b>	2,365	3,059	29.3%	1,053	1,199	13.9%	0	0	
<b>EA</b>	154	248	61.0%	92	147	59.8%	0	0	
<b>KO</b>	216	327	51.4%	147	197	34.0%	0	0	
<b>NW</b>	389	470	20.8%	248	260	4.8%	0	0	
<b>SB</b>	560	595	6.3%	329	340	3.3%	0	0	
<b>SE</b>	451	568	25.9%	276	275	-0.4%	0	0	
<b>IU Unduplicated</b>	<b>7,110</b>	<b>8,344</b>	<b>17.4%</b>	<b>2,842</b>	<b>3,170</b>	<b>11.5%</b>	<b>0</b>	<b>0</b>	

<sup>1</sup> - Enrolled indicates registered for classes for the fall semester. Enrollment figures are currently insignificant and are not being displayed.



# Summer/Fall Undergraduate Admissions Summary (Through May 2, 2010)

+/-5% change on cells > 10

	Applicants			Admits			Enrolled <sup>1</sup>		
	2009	2010	% Change	2009	2010	% Change	2009	2010	% Change
Beginners	9,021	11,313	25.4%	5,337	6,623	24.1%	0	0	
First-Degree External Transfers	2,365	3,059	29.3%	1,053	1,199	13.9%	0	0	
<b>Total</b>	<b>11,386</b>	<b>14,372</b>	<b>26.2%</b>	<b>6,390</b>	<b>7,822</b>	<b>22.4%</b>	<b>0</b>	<b>0</b>	

## Beginners Only

	Applicants			Admits			Enrolled <sup>1</sup>		
	2009	2010	% Change	2009	2010	% Change	2009	2010	% Change
<b>Conv. SAT/ACT</b>									
1300+	331	448	35.3%	289	404	39.8%	0	0	
1100-1290	1,656	2,077	25.4%	1,370	1,723	25.8%	0	0	
1000-1090	1,630	1,949	19.6%	1,228	1,519	23.7%	0	0	
<1000	3,991	4,854	21.6%	2,247	2,706	20.4%	0	0	
No Score	1,413	1,985	40.5%	203	271	33.5%	0	0	
<b>In-State<sup>3</sup></b>									
1300+	276	384	39.1%	246	348	41.5%	0	0	
1100-1290	1,485	1,907	28.4%	1,233	1,584	28.5%	0	0	
1000-1090	1,511	1,829	21.0%	1,146	1,435	25.2%	0	0	
<1000	3,770	4,510	22.3%	2,143	2,579	20.3%	0	0	
No Score	1,064	1,655	55.5%	127	200	57.5%	0	0	
<b>Out-of-State<sup>3</sup></b>									
1300+	55	64	16.4%	43	56	30.2%	0	0	
1100-1290	171	170	-0.6%	137	139	1.5%	0	0	
1000-1090	119	120	0.8%	82	84	2.4%	0	0	
<1000	221	244	10.4%	104	127	22.1%	0	0	
No Score	349	330	-5.4%	76	71	-6.6%	0	0	

	Applicants			Admits			Enrolled <sup>1</sup>		
	2009	2010	% Change	2009	2010	% Change	2009	2010	% Change
<b>Residency<sup>3</sup></b>									
In-State	8,106	10,385	28.1%	4,895	6,146	25.6%	0	0	
Out-of-State	915	928	1.4%	442	477	7.9%	0	0	
<b>Sex</b>									
Male	3,624	4,460	23.1%	1,923	2,453	27.6%	0	0	
Female	5,386	6,849	27.2%	3,414	4,170	22.1%	0	0	
<b>Race/Ethnicity<sup>4</sup></b>									
Hispanic/Latino	359	657	83.0%	195	328	68.2%	0	0	
Afr.-Amer.	1,089	1,499	37.6%	420	558	32.9%	0	0	
Am. Indian	37	18	-51.4%	23	2	-91.3%	0	0	
Asian	267	272	1.9%	182	198	8.8%	0	0	
Hawaiian/ Pacific Isl.	7	12	71.4%	5	7	40.0%	0	0	
Two or More Races	9	409	4,444.4%	4	211	5,250.0%	0	0	
<b>Total US Students of Color</b>	<b>1,768</b>	<b>2,867</b>	<b>62.2%</b>	<b>829</b>	<b>1,304</b>	<b>57.3%</b>	<b>0</b>	<b>0</b>	
US White	6,535	7,810	19.5%	4,227	4,986	18.0%	0	0	
Other/Unknown	288	283	-1.7%	123	177	43.9%	0	0	
International	430	353	-17.9%	158	156	-1.3%	0	0	
<b>Indiana HS Diploma Type</b>									
Acad. Honors <sup>2</sup>	3,585	4,561	27.2%	3,188	3,928	23.2%	0	0	
Core 40 Technical <sup>2</sup>	1	19	1,800.0%	0	9	900.0%	0	0	
Core 40 <sup>2</sup>	3,480	4,567	34.1%	1,487	1,980	33.2%	0	0	
GED <sup>2</sup>	83	116	39.8%	36	40	11.1%	0	0	

<sup>1</sup> - Enrolled indicates registered for classes for the fall semester. Enrollment figures are currently insignificant and are not being displayed.

<sup>2</sup> - Mutually exclusive diploma type

<sup>3</sup> - Applicants with undetermined residency are classified based on their home address.

<sup>4</sup> - 2010 applicants indicated their race/ethnicity using new federally mandated categories that a) collect multiple races that include White and exclude Hispanics under "Two or More Races," b) allow the Hispanic category to trump other categories, and c) separate



# IUPUI Priorities

Derived from

Faculty Council Planning and Budgetary Affairs Committees, Cluster Conversations, and IUPUI Priorities for 2009-10 Draft – November 2009

## *Excellence in Teaching and Learning*

- II. Attract and support a better prepared and a more diverse student population.
  - 1. Recruit more out-of-state and international students (NP, CC)
  - 2. Support student success by increasing the number of students served by summer bridge programs, themed learning communities, summer preparatory program, advising, tutoring and financial aid for at-risk freshmen (NP)
  - 3. Attract and retain high ability undergraduates by developing space and activities for the IUPUI Honors College (NP)
  - 4. Continue to strengthen the academic identity of the IUPUI Honors College, and make it part of the branding and undergraduate recruitment effort of IUPUI. (CC)
  - 5. Promote diversity, equity, and inclusion through developing programming and remodeling space for the Multicultural Center (NP)
  - 6. **Enhance the quality of campus life through planning for student housing, food service, and health and fitness facilities.** (NP)
  - 7. **Enhance teaching, research, and information technology infrastructure.** (P, BAC)
  - 8. **Provide educational value to all students who choose to study at IUPUI.** (P)
  - 9. **Departments and schools with “mutually supportive” academic programs should work together in recruitment of high-ability students, and in developing interdisciplinary majors.** (CC)
  - 10. **Rationalize processes such as admissions and fee payments among Indiana University campuses and Ivy Tech.** (CC)
  - 11. Develop joint (collaborative) marketing for distributed education offerings. (CC)
  - 12. Study early college issues again. In light of increased dual credit activity on the part of other area colleges and universities, should we revisit IUPUI’s policy against offering dual credit courses in high schools? (CC)
  - 13. Continue to strengthen IUPUI’s capability to recruit out-of-state students. This will be critical to our long-term effort to enlarge our resource base. (CC)
  - 14. The Purdue name is an asset in global branding of IUPUI. (CC)
  - 15. Build one schedule for Indiana University campuses and Ivy Tech.
- III. Enhance undergraduate student learning and success.
  - 1. Increase certificate and degree opportunities for adult learners in Indiana. (NP)
  - 2. Support the Talent Dividend and the Chancellor’s doubling goals, as well as state and national goals, by increasing the number of bachelor’s degrees awarded annually and increasing masters, doctoral, and professional degrees awarded. (NP)
  - 3. Focus the undergraduate experience on fostering student academic success. (P, BAC)
  - 4. **Provide educational value to all students who choose to study at IUPUI.** (P)

Items in **bold** are listed under more than one theme.

CC= Cluster Conversations; NP=November 2009 draft of IUPUI Priorities; BAC=Faculty Council Budgetary Affairs Committee; P=Faculty council Planning Committee

5. **Develop a clear set of criteria for evaluating new degree programs that will encourage innovation and collaboration, ensure academic depth, and minimize conflicts. (CC)**
  6. Streamline the course approval process and decide if there should be separate approval processes for distributed and traditional delivery modes. (CC)
  7. **Consider eliminating programs. (CC)**
  8. **Provide a source of startup funds for new academic programs as well as for periodic evaluation of the effectiveness of new programs. (CC)**
  9. Need an undergraduate curriculum committee to build trust and increase collaboration among academic units on curriculum matters. (CC)
  10. Create more on-campus jobs for students, especially in fields related to their academic majors. (CC)
  11. Realign advising resources in response to changing student demographics. (CC)
  12. Develop a reliable funding stream for University College using a portion of tuition and/or a program fee. (CC)
  13. **Develop new programs to reduce health disparities (e.g., School of Public Health) and to contribute to economic development (e.g., energy engineering) (NP)**
  14. **Find ways to encourage collaboration and minimize turf wars, especially in course/degree offerings. (CC)**
- IV. Support and enhance effective teaching.
1. Increase faculty and student involvement in Research, International experiences, Service and Experiential learning--the "RISE to the IUPUI Challenge" initiative (NP)
  2. Develop an array of strategies for increasing the retention of sophomores, including the Personal Development Plan, RISE, and ePort. (CC)
  3. Develop plans for a science-engineering lab building and other facilities to meet academic priorities (NP)
  4. Achieve faculty excellence through recruitment, mentoring, and faculty development. (P, BAC)
  5. Enhance teaching, research, and information technology infrastructure. (P, BAC)
  6. **Provide educational value to all students who choose to study at IUPUI. (P)**
  7. **Increase cost effectiveness in support of our missions of education, research, and service. (P)**
  8. **Encourage more collaboration in *teaching*, encouraging those who enjoy teaching and may not be outstanding in research. Emphasize the scholarship of teaching—promoting this at the campus level and attempting to influence faculty at school/department levels to do the same. Bear in mind that the competence-based SOM curriculum and excellence in teaching on the part of Nursing faculty are considered distinctive strengths that are admired by peers and attract students to these programs. (CC)**
  9. **Establish a clearinghouse that will facilitate the sharing among units of faculty interested in teaching. (CC)**
  10. **Encourage interdisciplinary work in teaching, especially in the health fields. Perhaps use learning communities. (CC)**
  11. Undertake a university-wide project to build on-line undergraduate programs. (CC)

Items in **bold** are listed under more than one theme.

CC= Cluster Conversations; NP=November 2009 draft of IUPUI Priorities; BAC=Faculty Council Budgetary Affairs Committee; P=Faculty council Planning Committee

12. Obtain blanket permission for online degrees from the North Central Higher Learning Commission. (CC)
  13. Align administrative structures to support distributed education. (CC)
  14. Strengthen infrastructure for on-line instruction. (CC)
  15. Dependable 24/7 access to quality online products (Oncourse, Breeze, etc.) is imperative for online education offerings and expansion. (CC)
  16. Need more IT support for hybrid courses. (CC)
  17. Increase awareness of the availability of on-line tutorials for just-in-time learning in connection with information technology. (CC)
  18. Provide services for on-line students who do not live in Indianapolis (e.g., online math, statistics, and writing support). (CC)
  19. Check with UITS on progress toward making rich media available.
  20. Develop more flexible employment policies, including a true summer semester for faculty. (CC)
  21. Reduce barriers to drawing faculty from all IU campuses and other CIC institutions into partnerships for providing online courses. (CC)
  22. Develop replacement faculty for University College as senior members retire. (CC)
  23. Develop an approach to providing financial literacy education for IUPUI students. (CC)
  24. Re-think learning units such as SCH and semesters. (CC)
- V. Provide effective professional and graduate programs and support for graduate students and post-doctoral fellows.
1. **Enhance the quality of campus life through planning for student housing, food service, and health and fitness facilities.** (NP)
  2. **Provide educational value to all students who choose to study at IUPUI.** (P)
  3. **Increase cost effectiveness in support of our missions of education, research, and service.** (P)
  4. **Develop a clear set of criteria for evaluating new degree programs that will encourage innovation and collaboration, ensure academic depth, and minimize conflicts.** (CC)
  5. **Provide a source of startup funds for new academic programs as well as for periodic evaluation of the effectiveness of new programs.** (CC)
  6. **Encourage more collaboration in *teaching*, encouraging those who enjoy teaching and may not be outstanding in research. Emphasize the scholarship of teaching—promoting this at the campus level and attempting to influence faculty at school/department levels to do the same. Bear in mind that the competence-based SOM curriculum and excellence in teaching on the part of Nursing faculty are considered distinctive strengths that are admired by peers and attract students to these programs.** (CC)
  7. **Establish a clearinghouse that will facilitate the sharing among units of faculty interested in teaching.** (CC)
  8. **Consider eliminating programs.** (CC)
  9. Develop and commit more campus resources to fund excellent graduate students, including GTAs. (CC)
  10. **Build community among graduate students, especially among Hoosiers and international students.** (CC)

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11. Need startup funding for new graduate degree programs. (CC)

***Research, Scholarship, and Creative Activity***

- I. Conduct world-class research, scholarship, and creative activity relevant to Indianapolis, the state, and beyond.
  1. Recognize and strengthen interdisciplinary collaboration through creation and support of Signature Centers (NP)
  2. Expand graduate programs in the life sciences and other strategic areas to attract additional strong faculty researchers and to meet the research goals of the campus (NP)
  3. Recruit, hire, and retain outstanding faculty with strong research records and diverse backgrounds (NP)
- II. Provide support to increase scholarly activities and external funding.
  1. **Develop more joint proposals, especially involving University College and STEM initiatives.** (CC)
  2. **Provide funding to support small-scale collaborative and civic engagement research.** (CC)
  3. **Provide additional incentives (beyond Signature Centers) for enhanced collaborative research.** (CC)
- III. Enhance infrastructure for scholarly activity.
  1. **Enhance teaching, research, and information technology infrastructure.** (P, BAC)
  2. **Increase cost effectiveness in support of our missions of education, research, and service.** (P)
  3. **The IUPUI grant office should focus more on IUPUI projects (to facilitate collaboration) and less on providing help for individual faculty.** (CC)
  4. Need to develop a plan for sharing grant preparation services across units. (CC)
  5. Study the IRB process for non-medical programs—requirements seem excessive. (CC)
  6. Need an inventory of faculty research/scholarship that will permit potential partners to find each other (using Community of Science and/or ScholarWorks?)(CC)
  7. **Provide funding to support small-scale collaborative and civic engagement research.** (CC)
  8. Enhance campus infrastructure to support the Chancellor's goal of doubling external grant funding. (NP)

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

- I. Enhance capacity for civic engagement.
  1. Develop Translating Research Into Practice (TRIP) initiative to advance Indiana's economic and health and life sciences-related development (NP)
  2. **Provide funding to support small-scale collaborative and civic engagement research.** (CC)
  3. **Use zip code (via GIS and SAVI) to focus on areas of the community that need the most assistance as we develop targets for collaboration.** (CC)
  4. Enhance the educational, cultural, and economic health of our community through initiatives such as the development of Indiana Avenue as well as new academic programs and new research programs. (NP)

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- II. Enhance civic activities, partnerships, and patient and client services.
  1. Focus academic initiatives on life and health sciences, arts and humanities, and international partnerships. (P)
  2. Increase partnerships and philanthropy (P)
  3. **Tourism provides opportunities for civic partnerships. PETM, KSB, and SLA might initiate joint conversations about this.** (CC)
  4. Develop additional partnerships for dental clinics (with Wishard and Marion County Health Department, among others). (CC)
- III. Intensify commitment and accountability to Indianapolis, Central Indiana, and the state.
  1. Contribute to economic development within our community. (P)
  2. **Increase cost effectiveness in support of our missions of education, research, and service.** (P)
  3. **Develop new programs to reduce health disparities (e.g., School of Public Health) and to contribute to economic development (e.g., energy engineering)** (NP)

### *Best Practices*

#### ADMINISTRATION

1. Improve internal communications. (CC)
2. **Study which services might be centralized, both here on campus and at the university level.** (CC)
3. Provide campus-wide support for major mandates such as verifying students in online classes, obtaining on-time textbook orders from faculty, etc. (CC)
4. Review committee organization on campus—many committees appear to discuss similar topics. Could the committee structure be streamlined? (CC)
5. Study external trends that affect future enrollment and funding. (CC)
6. Investigate the time it takes within IU between the date of ICHE approval of a new program and the date for admitting students to the new program. (CC)
7. Include deans in conversations before implementing new initiatives that require school support (e.g., Honors; Office of Research; Office of Diversity, Equity, and Inclusion). (CC)
8. Speed up the response rate on hiring and pay adjustment eDocs—some currently take over a month to process. (CC)
9. **Review option for 12-month appointment of faculty members.** (CC)
10. Need more food on campus. (CC)
11. Develop the Indiana Avenue Center with offices for academic and administrative units (NP)
12. **Implement the new master plan.** (P)
13. **Reduce barriers to collaboration across IU campuses (e.g., align calendars, registration processes, use of credit cards, etc.)** (CC)
14. **Need a structure for determining how/where collaborations can take place.** (CC)
15. **Recognize and promote the fact that collaboration is a distinctive characteristic of IUPUI.** (CC)
16. Complete the next phase of master planning (NP)

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17. Strengthen employee engagement through enhanced opportunities for professional development, recognition, and rewards (NP)
18. Develop and promote the Service with Distinction initiative (NP)

## FINANCES

1. Philanthropy is an important source of revenue. (CC)
2. Need a balance between investment in academic programs versus campus amenities.(CC)
3. Need campus support for arts/cultural programming. (CC)
4. Need a policy about which activities to support with the general student fee and the Chancellor's reallocation fund.(CC)
5. Assess the effectiveness of out-sourcing the delinquent fee collection process at IUPUI.(CC)
6. Study the adequacy of financial support for administrative areas. (CC)
7. Clarify how schools and deans can apply for the Chancellor's reallocation funds. (CC)
8. Find ways to make the "average" scholarship package competitive with those offered by IUB and PUWL. (CC)
9. Need more control over setting differential tuition for on-line courses. (CC)
10. Concern about hotel room prices and availability for campus events. (CC)
11. Plan for an aggressive IUPUI-centered fundraising campaign (NP)
12. Increase cost effectiveness in support of our missions of education, research, and service. (P)
13. **How do we continue systematically the discussion about sharing resources—perhaps by establishing a clearinghouse to share ideas about cost-cutting?** (CC)
14. Need to explore centralization vs. decentralization of cross-cutting services such as fiscal affairs, development, and student record-keeping. (CC)
15. Study campus services to see which might benefit from a university-wide approach as opposed to a campus approach. (CC)
16. Study which services might be centralized, both here on campus and at the university level. (CC)
17. Benchmark our costs against those at other universities, e.g., what should teaching physics cost vs. psychology? (Sources include the Delaware study and activity-based costing.) (CC)
18. Determine how to cut expenses. Decide on the programs that will have priority at IUPUI and cut others. (CC)

## RCM

1. Develop an extended discussion among deans about RCM—its advantages and disadvantages and best practices for managing within this system. (CC)
2. We need a better understanding of RCM and the mechanism for allocating state appropriations. (CC)
3. Reconsider use of square footage in determining assessments for schools—programs that require a great deal of space for programs, such as Herron, seem to be penalized. (CC)

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## *Collaboration*

1. **Recognize and promote the fact that collaboration is a distinctive characteristic of IUPUI. (CC)**
2. **Need a structure for determining how/where collaborations can take place. (CC)**
3. **How do we continue systematically the discussion about sharing resources—perhaps by establishing a clearinghouse to share ideas about cost-cutting? (CC)**
4. **Find ways to encourage collaboration and minimize turf wars, especially in course/degree offerings. (CC)**
5. **Departments and schools with “mutually supportive” academic programs should work together in recruitment of high-ability students, and in developing interdisciplinary majors. (CC)**
6. **Develop a clear set of criteria for evaluating new degree programs that will encourage innovation and collaboration, ensure academic depth, and minimize conflicts. (CC)**
7. **Reduce barriers to collaboration across IU campuses (e.g., align calendars, registration processes, use of credit cards, etc.). (CC)**
8. **Build one schedule for Indiana University campuses and Ivy Tech. (CC)**
9. **Rationalize processes such as admissions and fee payments among Indiana University campuses and Ivy Tech. (CC)**
10. **Encourage more collaboration in *teaching*, encouraging those who enjoy teaching and may not be outstanding in research. Emphasize the scholarship of teaching—promoting this at the campus level and attempting to influence faculty at school/department levels to do the same. Bear in mind that the competence-based SOM curriculum and excellence in teaching on the part of Nursing faculty are considered distinctive strengths that are admired by peers and attract students to these programs. (CC)**
11. **Establish a clearinghouse that will facilitate the sharing among units of faculty interested in teaching. (CC)**
12. **Encourage interdisciplinary work in teaching, especially in the health fields. Perhaps use learning communities. (CC)**
13. **The IUPUI grant office should focus more on IUPUI projects (to facilitate collaboration) and less on providing help for individual faculty. (CC)**
14. **Develop more joint proposals, especially involving University College and STEM initiatives.**
15. **Provide funding to support small-scale collaborative and civic engagement research. (CC)**
16. **Provide additional incentives (beyond Signature Centers) for enhanced collaborative research. (CC)**
17. **Develop joint (collaborative) marketing for distributed education offerings.**
18. **Build community among graduate students, especially among Hoosiers and international students. (CC)**
19. **Use zip code (via GIS and SAVI) to focus on areas of the community that need the most assistance as we develop targets for collaboration. (CC)**
20. **Sports management provides a promising opportunity for collaboration across IUPUI. (CC)**
21. **Tourism provides opportunities for civic partnerships. PETM, KSB, and SLA might initiate joint conversations about this. (CC)**

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22. In master planning, consider locating current and potential academic partners close to each other. (CC)

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