2010-2011 Liberal Arts

Mission

The mission of the Indiana University School of Liberal Arts at IUPUI is stated in our 2010-2015 Strategic Plan: creating and exchanging knowledge that promotes understanding of the human experience. The current strategic plan is viewable at all times at [http://liberalarts.iupui.edu/index.php/dean/deans_office_strategic_plan_2010_2015](http://liberalarts.iupui.edu/index.php/dean/deans_office_strategic_plan_2010_2015). As we pursue and execute our mission, we are guided by a vision of creating the liberal arts college of the 21st century, which provides the traditional core of university education in ever-evolving ways. In our 2010-2015 Strategic Plan, we state our aspiration as follows: To become a model 21st-century urban liberal arts school and a preferred location for learning and research in the humanities and social sciences.

Goals and Objectives

1. Create learning opportunities that inspire students to develop their intellectual abilities academically, technologically, and practically in order to enhance their personal, professional, and civic lives.

   a. Develop an undergraduate gateway course to articulate the purpose, meaning, and importance of a liberal arts education.

   **Campus Planning Theme:** Teaching and Learning
   **Secondary Goals:**
   **Sub Unit:**
   **Time Frame:**

   Actions taken for 2010-2011:

   The dean initiated discussions of such a course with the late Robert L. Payton and his son David Payton, and with Visiting Assistant Professor Nancy Goldfarb.

   Evidence of Progress for 2010-2011:

   No specific progress during 2010-11.

   Activities planned for 2011-2012:

   We plan to revise our existing SLA S100 course, which is taught in combination with first-year Themed Learning Communities, to become this new undergraduate gateway course for prospective and declared Liberal Arts majors.

   b. Integrate information literacy into teaching in order to help students better develop their research, analytical, and critical thinking skills.

   **Campus Planning Theme:** Teaching and Learning
   **Secondary Goals:**
   **Sub Unit:**
   **Time Frame:**

[1 of 26]
Timeline:

Actions taken for 2010-2011:

Patricia Wittberg (Associate Professor of Sociology) led the campus-wide Community of Practice on Information Literacy, with participation by other Liberal Arts faculty.

Evidence of Progress for 2010-2011:

The Community of Practice on Information Literacy produced a report for the rest of the faculty and administration on improving information literacy for students at IUPUI.

Activities planned for 2011-2012:

Improved information literacy will be one of our goals as we revise the undergraduate curriculum requirements in Liberal Arts.

☑ c. Fully integrate "RISE to the IUPUI Challenge" initiatives (opportunities for research, international experiences, and service and experiential learning) throughout the curriculum in order to offer students unique learning opportunities and greater cross-cultural competencies

Campus Planning Theme: Teaching and Learning, Civic Engagement

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2010-2011:

Liberal Arts agreed to be the academic home for zero-credit, zero-fee RISE courses that will allow students to have RISE designations on their transcripts.

Faculty developed new RISE courses and continued to offer existing ones.

Evidence of Progress for 2010-2011:

18% of Liberal Arts graduates in 2010-11 had two or more RISE experiences during their undergraduate careers. 47% had at least one RISE experience.

Activities planned for 2011-2012:

Continue with RISE courses, and integrate RISE as we revise the undergraduate curriculum requirements in Liberal Arts.

☑ d. Improve our use of variable course formats, class scheduling, course delivery systems, individualized degrees
Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2010-2011:

The school supports a reduced teaching load for a faculty member with extensive experience in online course development and online teaching and learning, so she can serve as a coach/mentor for other Liberal Arts faculty developing and teaching online courses.

Several Liberal Arts faculty applied for and received Curriculum Enhancement Grants to develop and/or revise online courses. The school provided matching funds for those who received grants.

Together with the campus administration, the school conducted a program review of the Individualized Major Program.

Evidence of Progress for 2010-2011:

Online offerings continued to grow in number and enrollment during 2010-11.

Activities planned for 2011-2012:

Continue with development of online options, and focus more on alternative course scheduling for courses that meet in person.

Appoint the next director of the Individualized Major Program, and respond to recommendations from the program review that was conducted during 2010-11.

e. Improve faculty awareness and use of teaching strategies that are effective with a diverse student population

Campus Planning Theme: Teaching and Learning, Campus Climate for Diversity
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2010-2011:

We opened the Office of American Indian Programs, inaugurated a new course on the Asian-American experience, and sent (with support from Indiana Campus Compact) three IUPUI students with our colleague Dr. Edward Curtis to an Interfaith Youth Core program at the White House.

In addition, Liberal Arts faculty and staff have participated in the beginning of the Inter-Group Dialogue initiative at IUPUI.
Evidence of Progress for 2010-2011:

Liberal Arts students score above campus means on curricular and extra-curricular contact with persons of diverse backgrounds and discussions of diversity-related topics as part of their educational experience.

Activities planned for 2011-2012:

Develop and launch the first Inter-Group Dialogue course at IUPUI.

Promote the existing Minor in Cultural Diversity, and develop a certificate option.

f. Review the undergraduate curriculum, and develop dual-degree programs and five-year BA/MA programs
   Campus Planning Theme: Teaching and Learning
   Secondary Goals:
   Sub Unit:
   Time Frame:

Actions taken for 2010-2011:

First five-year BA/MA programs launched, in Political Science and Anthropology.

Evidence of Progress for 2010-2011:

First student enrolled in five-year BA/MA program in Political Science.

Student learning outcomes were identified for all undergraduate and graduate degrees and certificates in the School.

Activities planned for 2011-2012:

Participate in campus development of revised general education curriculum, and implement the school’s second five-year BA/MA program (in History).

g. Review graduate offerings and programs for financial sustainability and instructional effectiveness
   Campus Planning Theme: Teaching and Learning
   Secondary Goals:
   Sub Unit:
   Time Frame:

Actions taken for 2010-2011:

The school’s associate dean for research and graduate programs and the directors of graduate studies throughout the School met to discuss the mutual benefits and challenges presented by the revised curriculum.

[1]
Evidence of Progress for 2010-2011:

Graduate student funding in Liberal Arts was the highest it has ever been. Funding for graduate assistantships has grown by 24% from 2008-09.

Activities planned for 2011-2012:

Seek additional philanthropic support for graduate programs in the school.

2. Continue and improve the quality and productivity of scholarly research and creative activity performed by Liberal Arts faculty and students.

a. Encourage and pursue inter-disciplinary research opportunities, including the hiring of more dual-appointment faculty

   Campus Planning Theme: Research, Scholarship and Creative Activity, Collaboration

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2010-2011:

We recruited faculty for joint appointments, including appointments in our interdisciplinary programs.

We recommended interdisciplinary research centers for IUPUI Signature Center funding.

A new inter-disciplinary research center was established within the school—the Center for Global Entrepreneurship and Sustainable Development.

The school participated, through faculty leadership and provision of matching funds, in the establishment of the IUPUI Arts and Humanities Initiative.

Evidence of Progress for 2010-2011:

Two dual-appointed faculty were hired. One is jointly appointed in Africana Studies and Religious Studies, and the other is jointly appointed in Geography and Earth Sciences (which is part of the School of Science).

In addition, two full-time, tenure-line faculty were appointed in our interdisciplinary Philanthropic Studies program.

Seven Liberal Arts faculty members received IUPUI Arts and Humanities funding during 2010-11.

Two more interdisciplinary research centers in the school were approved for IUPUI Signature Center funding—the Indiana Center for Intercultural Communication and the Institute for American Thought. This makes a total of five Liberal Arts research centers that have received funding under the Signature Centers program.
Activities planned for 2011-2012:

Additional hiring in interdisciplinary programs

Continuation of all current activities, including provision of matching funds for the Arts and Humanities Initiative and the Signature Centers Initiative.

☑️ b. Increase the level of external support received by faculty by providing information on potential funding sources and assisting with proposal preparation, monitoring and reporting functions

**Campus Planning Theme:** Research, Scholarship and Creative Activity

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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**Actions taken for 2010-2011:**

We continue to support a full-time staff position devoted to assisting faculty with identifying potential funding sources, proposal preparation, and monitoring and reporting.

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**Evidence of Progress for 2010-2011:**

In 2010-11, Liberal Arts faculty submitted 107 proposals for external funding, of which 85 were funded for a total award amount of $5,921,973. These amounts were lower than in 2009-10, but the success rate (awards to proposals) was higher.

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Activities planned for 2011-2012:

Continue with current activities

☑️ c. Uphold standards of quality research and creative activity for all faculty with research expectations

**Campus Planning Theme:** Research, Scholarship and Creative Activity

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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**Actions taken for 2010-2011:**

No new actions

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**Evidence of Progress for 2010-2011:**


Activities planned for 2011-2012:

No specific plans

d. Promote the publication of research in peer-reviewed open access journals and other forums, as well as the editing of such journals, and assist faculty who wish to establish such a journal. Establish standards for evaluating research that is published in such outlets.

Campus Planning Theme: Research, Scholarship and Creative Activity
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2010-2011:

David Lewis, Dean of the IUPUI University Library, made a presentation to a Liberal Arts Faculty Assembly meeting on open-access journals and scholarly publication.

Evidence of Progress for 2010-2011:

No specific evidence

Activities planned for 2011-2012:

We will support the application of one of our colleagues to become the editor of a journal.

e. Explore and pursue means of providing additional funding to faculty to cover the costs associated with research, including submission fees and travel

Campus Planning Theme: Research, Scholarship and Creative Activity
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2010-2011:

No specific actions

Evidence of Progress for 2010-2011:

Faculty travel expenditures increased significantly over 2009-10.
Activities planned for 2011-2012:

The associate dean for research and graduate programs will have some funds available at his discretion to support submission or publication fees.

☑  f. Create more research opportunities for students in conjunction with coursework and through collaboration with faculty

**Campus Planning Theme:** Research, Scholarship and Creative Activity

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2010-2011:

No new actions. We support McNair and DSRP scholars with School funds each year.

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Evidence of Progress for 2010-2011:

No specific evidence.

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Activities planned for 2011-2012:

No specific plans

☑  3. Increase awareness, appreciation, and support of the School of Liberal Arts and of the impact and involvement, within the community, of its students, faculty, staff, and alumni.

☑  a. Increase public and campus awareness (e.g., through promotional activities) of the impact and successes of liberal arts students and alumni, and of the community and individual benefits to be derived from a liberal arts education.

**Campus Planning Theme:**

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

Actions taken for 2010-2011:

Our internal publication, *FYI*, and our external publication, *Advances*, identify and highlight successes of Liberal Arts students and alumni. The design, publication schedule, and method of distributing *Advances* were changed in 2010-11 to make it a more attractive publication and improve the efficiency of its distribution.

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Evidence of Progress for 2010-2011:

Students in the Museum Studies Program’s "Collections Care and Management" program were honored by the Indiana General Assembly for their work on the public art at the Indiana Statehouse.
A new student organization, Hoosier Bard Productions, together with the New Oxford Shakespeare Project, launched "Young Hamlet" in partnership with the Indy Fringe Theatre.

Activities planned for 2011-2012:

We will be using “measured marketing” through a contract with Delivra to collect information on the usage of our electronically disseminated materials.

b. Increase advocacy and support of the School by fostering, maintaining, and multiplying community partnerships and applied research relationships with corporate, nonprofit, and government institutions.

Campus Planning Theme: Research, Scholarship and Creative Activity, Civic Engagement, Collaboration
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2010-2011:

We continued our partnerships with the Crispus Attucks Medical Magnet High School, the Near Westside neighborhood, and the Near Southside (Babe-Denny) neighborhood.

The Polis Center continued to work in collaboration with local governments throughout Indiana, state government agencies, and federal agencies on research to inform and improve land-use planning, hazard mitigation and response, and social service delivery.

The Polis Center organized the annual “Spirit and Place Festival” in collaboration with numerous local congregations, arts organizations, and business and nonprofit organizations.

The Institute for Research on Social Issues contacted state agencies and local and regional nonprofit organizations to pursue collaborative research partnerships.

The Office of Student Affairs continues to take part in Black Expo Summer Celebration and the Indianapolis International Festival to promote the School of Liberal Arts and IUPUI to prospective students and their families, and to community members in general.

Evidence of Progress for 2010-2011:

Our partnership with the Near Southside (Babe-Denny neighborhood

The Spirit and Place Festival drew record attendance.

The Institute for Research on Social Issues secured two new research grants from the Indiana Department of Health.

Activities planned for 2011-2012:
Continue these partnerships.

Add a full-time faculty member (in a visiting position) with a portion of her time devoted to promoting community outreach and partnerships on behalf of the School.

- Encourage and recognize outreach to middle and high schools and community colleges aimed at showcasing the diverse experiences and accomplishments of the School, and attracting a well-prepared and diverse student body.

**Campus Planning Theme:** Civic Engagement  
**Secondary Goals:**  
**Sub Unit:**  
**Time Frame:**

Actions taken for 2010-2011:

Appearances at Ivy Tech Community College to provide information about Liberal Arts programs to which ITCC students can transfer.

Organize the annual Mapping Education Through Achievement (META) program for middle- and high-school Latino students to introduce them to IUPUI and the School of Liberal Arts.

Participate in campus outreach programs such as Project Stepping Stone and the Fall Fest that bring area middle- and high school students to IUPUI.

Evidence of Progress for 2010-2011:

No specific measures

Activities planned for 2011-2012:

Continue and expand these outreach activities

Add a part-time staff person (shared with Community Learning Network) to focus on recruitment of adult learners and returning students

4. Support students, staff and faculty through improved efficiency, communications, and working environment.

a. Evaluate workflow and staffing within the School and consider reorganization in order to achieve a more equitable distribution of resources, and increased efficiency.

**Campus Planning Theme:** Best Practices  
**Secondary Goals:**  
**Sub Unit:**  
**Time Frame:**
Actions taken for 2010-2011:

A staff task force on reorganization concluded its deliberations, produced a recommendation, and presented it to the department chairs and center and program directors, and to a faculty “town hall” meeting for input and feedback.

Evidence of Progress for 2010-2011:

None yet. These actions occurred toward the end of the 2010-11 academic year.

Activities planned for 2011-2012:

Follow up on staff reorganization ideas.

b. Support and encourage collegiality, diversity, and sense of community and professional fulfillment among all faculty, staff, and students.

Campus Planning Theme: Best Practices, Campus Climate for Diversity

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2010-2011:

Part-time faculty were invited to the first faculty Assembly meeting of the year, for the “state of the school” report.

Faculty organized and provided a Staff Appreciation Lunch to recognize the contributions of staff to the work and performance of the School.

A new faculty reception was held at the beginning of the school year to introduce new full-time faculty to the department chairs, center and program directors, and dean’s office staff. Also, new full-time faculty are introduced and welcomed at the first Faculty Assembly meeting of this year.

All Themed Learning Communities for first-year students receive hospitality funds from the School.

The School and the IU Alumni Association co-host and financially support a reception for graduating seniors which is open to the seniors, their families, and the faculty and staff of the School.

Evidence of Progress for 2010-2011:

No specific measures. Anecdotal reports from students, staff, and faculty indicate that these actions are appreciated.

Activities planned for 2011-2012:
Continue these activities. Add a faculty open forum on teaching and learning.

☑️ c. Facilitate undergraduate student progress through reduced bottlenecks, increased transparency of scheduling and requirements, and improved advising.

**Campus Planning Theme:** Teaching and Learning, Best Practices
**Secondary Goals:**  
**Sub Unit:**  
**Time Frame:**

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**Actions taken for 2010-2011:**

Pathways to graduation are now available on the Web for all Liberal Arts undergraduate major programs.

More degree and certificate options were added to the online Degree Progress program available to students and advisors.

The School supports a reduced teaching load for a faculty member who serves as a consultant for faculty who are designing or redesigning online or hybrid courses. Online and hybrid offerings can be helpful to students in constructing their course schedules and maintaining progress toward graduation.

The advising staff in the Office of Student Affairs was increased by 0.5 FTE.

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**Evidence of Progress for 2010-2011:**

Number of graduates from the School grew again in 2010-11, and now is approximately double the number from 2000-01.

In 2010-11 five Liberal Arts academic advisors were nominated for the Best Advisor award from the Jaguar Academic Advising Association, and the top award was received by our colleague Dr. Archana Dube in the Department of Economics.

Our colleague Dr. Tamara Leech in the Department of Sociology was honored with the Eagan Faculty Service Award from University College for her mentoring of students.

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**Activities planned for 2011-2012:**

Continue these initiatives.

☑️ d. Improve functionality and attractiveness of public spaces and offices.

**Campus Planning Theme:**  
**Secondary Goals:**  
**Sub Unit:**  
**Time Frame:**

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**Actions taken for 2010-2011:**
The fourth-floor lobby of Cavanaugh Hall received new furniture of the same type as was installed the previous two years in the very popular second- and third-floor lobbies.

Renovation of Cavanaugh Hall Room 207 was completed, creating five faculty offices for the Department of Geography.

Renovation of Cavanaugh Hall Room 205 was completed, creating a new and improved space for the Spanish Resource Center.

Renovation of Cavanaugh Hall Rooms 539 and 541 was begun, creating a new departmental office suite and faculty offices for the Department of World Languages and Cultures.

Renovation of Cavanaugh Hall Room 003A continued, converting it into a space usable for classes, meetings, or performances.

Renovation of Cavanaugh Hall Room 008 was planned and an initial design completed, to accommodate four classrooms and space for the University Writing Center.

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**Evidence of Progress for 2010-2011:**

Several improved faculty offices and student spaces were created as a result of these actions.

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**Activities planned for 2011-2012:**

Complete the renovations of Cavanaugh Hall 003a and 008.

Initiate renovation of fifth floor lobby and the faculty/staff lounge in Cavanaugh Hall Room 508.

Initiate renovation of Cavanaugh Hall Room 323A.

☑️ e. Develop a master plan for a new facility, integrating the School's needs into the campus' overall planning process.

**Campus Planning Theme:**

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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**Actions taken for 2010-2011:**

Liberal Arts was one of seven schools that participated with the IUPUI Office of Finance and Administration in a space needs analysis and planning study.

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**Evidence of Progress for 2010-2011:**

No specific evidence exists for analysis and study work not yet complete at the end of
Activities planned for 2011-2012:

Continue to participate in the space needs analysis and planning process.

☑ f. Actively promote and support staff and faculty training opportunities.

**Campus Planning Theme:** Best Practices

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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Actions taken for 2010-2011:

Faculty were encouraged to complete the campus’ online training module on preventing sexual harassment.

Faculty and staff serving on search committees were required to complete the campus’ online training module on conducting faculty or staff searches.

We added a new orientation program for associate faculty.

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**Evidence of Progress for 2010-2011:**

Nearly all full-time faculty in Liberal Arts have completed the online preventing sexual harassment training.

All faculty and staff participating on search committees completed the training on conducting searches.

First orientation for associate faculty held in Fall 2010.

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Activities planned for 2011-2012:

Development of new training modules on classroom management, disabilities and accommodations, conflicts of interest and conflicts of commitment, and student rights and responsibilities.

☑ g. Maintain high-quality technical services support within the School, and ensure that new technologies are evaluated on the basis of cost effectiveness and their contribution to student learning.

**Campus Planning Theme:** Teaching and Learning, Best Practices

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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Actions taken for 2010-2011:
In-house technical services support staff were retained from the previous year, despite the reduction of student technology fee revenue that previously supported those positions.

Technical services needs analysis for the School was started.

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**Evidence of Progress for 2010-2011:**

In-house technical services support staff were retained from the previous year, despite the reduction of student technology fee revenue that previously supported those positions.

Technical services needs analysis for the School was started.

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**Activities planned for 2011-2012:**

Complete needs analysis for technical services in the School.

☑️ h. Continue evaluation and implementation of campus diversity initiatives including the Unit Action Plan, strategic hiring, and diversity awareness.

**Campus Planning Theme:** Best Practices, Campus Climate for Diversity

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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**Actions taken for 2010-2011:**

Unit action plan completed and reviewed.

New full-time faculty hired in 2010-11 increased the gender and ethnic diversity of the full-time faculty in the School.

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**Evidence of Progress for 2010-2011:**

Unit action plan completed and reviewed; most categories of faculty and staff diversity showed acceptable results.

New full-time faculty hired in 2010-11 increased the gender and ethnic diversity of the full-time faculty in the School.

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**Activities planned for 2011-2012:**
Complete and review the 2011-12 unit action plan.

Continue to recruit and retain full-time faculty who enhance the diversity of the school’s faculty.

5. Protect and promote the financial future of the School.
   a. Make strategic investments, pursue promising opportunities, and utilize existing resources as effectively as possible.

   **Campus Planning Theme:** Best Practices
   **Secondary Goals:**
   **Sub Unit:**
   **Time Frame:**

   **Actions taken for 2010-2011:**

   Investments were made in new full-time faculty in Communication Studies, World Languages and Cultures, Africana Studies and Religious Studies, and Geography, and in the establishment of a Center for Global Entrepreneurship and Sustainable Development.

   The New Oxford Shakespeare Project began, with two post-doctoral fellows, a graduate student assistant, computing facilities and space provided by the School.

   The Department of English and the Indiana Center for Intercultural Communication began designing an Intensive English language program for international students and visitors.

   New degree options were developed in Medical Humanities and Health Studies (bachelor’s degree), Translation and Interpreting (master’s degree), and Health Communication (doctoral degree).

   A staff task force on reorganization concluded its deliberations, produced a recommendation, and presented it to the department chairs and center and program directors, and to a faculty “town hall” meeting for input and feedback.

   The campus’ Accelerated Improvement Process (AIP) was used to identify improvements in scholarship processing.

   The Survey Research Center was placed under new leadership with the appointment of a full-time Director of Operations and an interim Director of the Center.

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**Evidence of Progress for 2010-2011:**

The deficit in scholarship accounts was reduced from the 2009-10 level.

The deficit in the Survey Research Center’s account was reduced from the 2009-10 level and new contracts were gained.

The Office of Internal Audit completed our Transitional Management Review (TMR) with no adverse findings.
Activities planned for 2011-2012:

Follow up on staff reorganization ideas.

Appoint new Director of the Survey Research Center.

Reorganize the Indiana Center for Economic Education to reduce expenditures while maintaining service to K-12 teachers in central Indiana.

Continue to make investments in faculty for the doctoral programs in Economics and Health Communication, and to support the new master’s program in Translation and Interpreting and the new bachelor’s program in Medical Humanities and Health Studies as they continue through the approval process.

☑ b. Promote, support and recognize the attraction of external research funding in every department.

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2010-2011:

Continued support of a full-time position in the School for assisting faculty with proposal development and with monitoring and reporting on funded projects.

Initiation of weekly “Research in Liberal Arts” email messages to faculty and staff throughout the School to recognize research progress and promote events at which faculty or students present their research.

Evidence of Progress for 2010-2011:

In 2010-11, Liberal Arts faculty submitted 107 proposals for external funding, of which 85 were funded for a total award amount of $5,921,973. These amounts were lower than in 2009-10, but the success rate (awards to proposals) was higher.

Activities planned for 2011-2012:

Continue existing support and recognition activities.

☑ c. Increase credit hours by at least 1 per cent annually School-wide for the life of this plan.

Campus Planning Theme:

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2010-2011:
Participation in campus recruitment and orientation programs

Increased advising staff in the Office of Student Affairs by 0.5 FTE with the added half-time position focused on recruitment and orientation.

Launched new bachelor’s degree options in Africana Studies and Philanthropic Studies, a new master’s degree option in Anthropology, and a new doctoral program in Economics.

Evidence of Progress for 2010-2011:

For 2010-11, credit hours were down 1.26% from 2009-10, although the number of Liberal Arts majors grew.

Activities planned for 2011-2012:

Add a part-time person focused on recruitment and enrollment of adult learners and returning students.

- Successfully complete the IMPACT IUPUI Campaign, with a fund raising goal of $4 million, focusing on projects that fit IUPUI’s RISE Initiative, Scholarships, Endowments for Institutes and Centers (which include graduate fellowships and endowed faculty positions) and program and departmental annual giving.

  Campus Planning Theme:
  Secondary Goals:
  Sub Unit:
  Time Frame:

Actions taken for 2010-2011:

Cultivation of new donors and stewardship of existing donors

Completion of the annual faculty-staff giving campaign

Addition of a full-time Major Gifts Associate in the Office of Development and External Affairs

Addition of a half-time Development Associate in the Office of Development and External Affairs

Evidence of Progress for 2010-2011:

New gift agreements signed for an endowed faculty position and student scholarships and fellowships

Most successful faculty-staff annual giving campaign ever

Progress maintained toward the school’s IMPACT IUPUI campaign goals
Activities planned for 2011-2012:

Cultivation of new donors and stewardship of existing donors

Completion of the annual faculty-staff giving campaign

Fiscal Health

Reallocation Plan

Other Question(s)

1. What changes are you seeing in the characteristics of incoming and returning students, and how are you preparing these students to meet the changing needs of the future workforce?

In the last decade, the School of Liberal Arts has witnessed steady gains in student enrollment. We are encouraged by such sustained growth despite the challenges faced by higher education in the present economic climate of our country. Our relative success is based on our communication to our prospective and continuing students of the value of a liberal arts education as a means through which to prepare them to live and work in an increasingly complex world.

*Changing Characteristics of Incoming and Returning Students*

Liberal Arts applicants are now much more likely to be freshmen “beginners;” in the last decade, the growth of first-time freshmen admissions has been substantial (from 20 in 2001 to 188 in 2011). Matriculated freshmen have increased from 12 to 70. Matriculation rates of these freshmen applicants have declined from 60% to 37%, presumably because the admitted freshmen meet higher admissions criteria and therefore have more institutional choice. Yet, our 1-year retention rate has increased, from 69% to 76%.

IUPUI continues to be a destination for transfer students. The majority of our Liberal Arts students enter with transfer credits from a variety of regional institutions (55%), while many others enter with credits from the other IU campuses.

Our students are now younger than before, with 60% being 24 years old or younger (compared to the average age of 29 in 2001). Most of our students also attend school full-time (71%; compared to less than 50% in 2001). The majority of our undergraduate students are female (57%). Our numbers of less represented students (specifically, African American, Hispanic and Asian students) have remained consistent over time, the current year amounting to 19% of undergraduate and 16% of graduate students.

<table>
<thead>
<tr>
<th>Student Characteristics, Fall 2011*</th>
<th>In-State</th>
<th>Out of State</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students</td>
<td>2047</td>
<td>100</td>
<td>2159</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>1722</td>
<td>40</td>
<td>1762</td>
</tr>
<tr>
<td>Graduate</td>
<td>325</td>
<td>60</td>
<td>385</td>
</tr>
</tbody>
</table>

*as of 08/30/11 census

Most all of our departments have witnessed an increase in credit hour enrollment and modest growth in majors. A 29% increase in majors in the last decade reflects the addition of new degree and certificate programs (e.g. International Studies, Paralegal Studies, Individualized Major) and growth in departments like History, Sociology, and Political Science. Our graduate student enrollment continues to increase with the addition of new graduate programs, the latest being the Ph.D. in Economics.
Meeting the Demands of a Changing Workforce

Now more than ever, a liberal arts education is needed to sufficiently prepare the 21st century student with the requisite skills with which to be successful in an increasingly evolving global workplace. Some of the most pressing demands shaping the nature of change for the future workforce include the impending retirement of “baby boomers,” the shifting demographics of the US population, and increased technological advancement. This will require institutions of higher education to produce graduates who will encounter replacement employment, who are attentive to workforce diversity and who can demonstrate information and technological literacy.

The School of Liberal Arts curriculum, inclusive of general education and departmental requirements, strives to develop core competencies in our students, in accordance with our campus Principles of Undergraduate Learning (the PULs, which served as a model for the AAC&U’s LEAP Essential Learning Outcomes). We have also begun to incorporate the newly-developed Principles of Graduate and Professional Learning into our graduate degree programs. Combined, these conceptual guides undergird the expectations held for both undergraduates and graduate students upon completion of their degree programs. The competencies that are most emphasized through a liberal arts education and that may best prepare students to enter the future workforce include critical thinking, cross-cultural communication, analytical skills, integration and application of knowledge, and ethical responsibility.

To facilitate the acquisition of these competencies, the School of Liberal Arts have actively embraced and incorporated the campus RISE initiative (RISE—research, international, service learning, experiential) into its curriculum in the following ways:

- Entering students are strongly encouraged to obtain at least 2 of the 4 RISE experiences during their time here at. Many Liberal Arts students graduate with all 4 RISE designations on their transcripts.
- We continue to provide our undergraduate students with research opportunities, through internal and external funding. With the ongoing development of graduate programs, we are also in a position to “grow our own” as some of our BA students have gone on to acquiring the MA in their disciplines.
- More faculty are developing course sections devoted to service learning.
- We have begun to offer 6 Themed Learning Communities (TLCs) per year for new students; many of these TLCs include courses engaged in service learning. The TLCs are a student’s first exposure to the PULs.
- We have a dedicated faculty member overseeing the development and coordination of online courses.
- We continue to maintain course schedules that provide day, evening and weekend options. We have begun to experiment with non-traditional course scheduling as well (e.g., 8-week courses).
- More and more students are engaging in study abroad.
- Due to the generosity of our alumni, faculty and staff, our scholarship opportunities continue to grow.
- We have added undergraduate degrees in fields with promising employment projections (e.g. International Studies) and our certificate programs (e.g., Museum Studies, Translation Studies, GIS Certificate) continue to grow in enrollments due to students’ desire to their liberal arts knowledge in practical ways upon graduation.

The School of Liberal Arts places great value in the development of the entire student, taking a holistic approach to their education. In doing so, we are dedicated to supporting students in their journey, as they endeavor to become well-informed and compassionate citizens of the world. Through a broad based curriculum emphasizing the importance of developing multiple ways of knowing, a liberal arts education will effectively prepare 21st century students to enter the global workforce.

2. What are your plans for any surplus amounts in your fund balance?

The Indiana University School of Liberal Arts will be using the fund balance dollars for the following three items.

1. To pay for newly hired faculty start-up costs. This will be approximately $300,000 for FY 12 and another $300,000 in FY 13.
2. To pay for Cavanaugh Hall renovations such as faculty offices, research suites, and a large amount for the renovation of
classroom space that is being split with UITS and Campus Administration. The total cost for these items will be approximately $1.2 million.

3. To cover any short-fall in this year’s budget due to lower enrollment. At this point that figure is unknown but may be approximately $135,000.

We hope this spring semester registration picks up and we do not end up with a deficit for FY 12 but if it does occur we will use the fund balance dollars to cover it.

3. What are your short-term and long-term plans for ensuring adequate facilities to meet your mission? To what extent are on-line and/or hybrid courses a useful strategy in addressing any anticipated space constraints?

Short-term plans: Renovating space within Cavanaugh Hall to create additional and/or improved classroom space, and additional and/or improved office and research space. In select cases, renting space off-campus.

Long-term plans: Depend very much on other campus initiatives and actions re: facilities: For example, if sufficient additional classroom space is built on campus, it may be possible to convert more of Cavanaugh Hall for office and research space to accommodate current needs and anticipated growth. Otherwise, at some point in the future it will be necessary for the School of Liberal Arts to have a second building. There already is not enough space in Cavanaugh for Liberal Arts classes, faculty and staff offices, and research space (including space for graduate students).

Online and hybrid classes are useful to some extent, and we have invested time and funds in the development of additional online and hybrid offerings over the past five years. Even with more online and hybrid offerings, however, the extent of their impact on classroom space needs remains modest—we offer approximately 2500 sections per year, so our classroom space needs would still be significant even if we reached 15 or 20 percent of classes offered online.

4. What marketing strategies/materials are you planning to develop/disseminate during the coming year?

   a. Who is the intended audience for each?
   b. What do you hope to accomplish with this strategy with this audience?
   c. How much are you planning to spend for each strategy?
   d. How will you tell if your expenditure was worth your investment? [Provide return on investment (ROI) data for past expenditures, if available, and plan to track ROI in the future.]

In 2010, several factors motivated a major overhaul of the marketing activities undertaken by the IU School of Liberal Arts’ Office of Development and External Affairs. First, as a part of the School of Liberal Arts strategic planning process during 2009-2010, the Office of Development and External Affairs undertook an examination of its marketing strategies which were identified as a key activity for the School’s future success, reputation, and visibility.

We decided to reduce the frequency of several of our communications with the goal of increasing their impact. Focus group participants reported that while they were glad to be receiving such high quality information, there was so much of it that the message was being lost in the flood of correspondence. Additionally, the Development and External Affairs team wished to reduce the fiscal, human, and environmental costs of their marketing activities, but naturally to maintain or increase the effectiveness of marketing strategies. The overhaul, therefore, included a reduction in the frequency of the print (3/yearly to 2/yearly) and electronic newsletters (10/yearly to 5/yearly) and the Liberal Arts news sheet (10/yearly to 5/yearly).

Also, departmental newsletters, traditionally sent to alumni and other constituencies in hard copy on an annual basis, have been recreated in electronic format; these will continue to be sent annually unless a department requests increased frequency.

Systemic improvements also include contracting with a new vendor for all electronic communication to allow for usage tracking, redesign of the print newsletter to a longer format with a look in better alignment with other school publications, and purchase of a new stand-up display and table dressing for recruitment (and other) events.

We continue to work on improving the functionality of our website, a key marketing tool, and that of our subunits.
utilization of a content management system and the launch (e.g. Career Development Website) and redesign of school-affiliated sites (e.g., Department of World Languages and Cultures; Speech Lab). The vast majority of these tasks are completed internally by our webmaster and technology personnel.

The School of Liberal Arts celebrated its 40th anniversary in the 2011-2012 academic year and undertook a range of special marketing activities to celebrate the event. Most of these centered on installations in Cavanaugh Hall - including an external building banner, window clings in the skywalk between the Campus Center and Cavanaugh Hall, table top clings, and a celebratory exhibit. In spring 2012 the School will be involved in the opening of the IUPUI Campus Center Theatre with a production of Shakespeare’s lost play, “The History of Cardenio,” and will incur a set of one-time marketing costs (which we expect to be partially supported by philanthropic gifts). Neither of these activities is included in this planning document because they are special expenses outside of normal activities. They are indicative of the one-time expenses which may be incurred in future years for special purposes.

We continue to work continuously with the campus to spread the word about Liberal Arts accomplishments and expertise through the media. This work is handled internally using existing Liberal Arts, campus, and university personnel without incurring additional expenses. Several stories over the last year have received national and international media attention, our faculty are regular commentators in local and national media outlets, and we provide a significant amount of content for campus and university level venues, platforms, and publications. These efforts serve to raise our and the university’s profile in a way that cannot be purchased.

Strategically, our marketing, communications, and fundraising efforts are interwoven. We try to inform the public about our activities while educating them on things that matter in their lives. We celebrate philanthropy in our communications in a way aimed at inspiring giving in others. We believe that the marketing activities we engage in generate results in multiple ways over time. Some have returns that we may never be aware of (for example, informed alumni may be advocating for the university within their families, workplaces, and other communities.) This integrated approach is a model that we plan to continue. We look forward to continuing the development of these planning efforts using templates developed by PAGR, and increasing our ability to track "return on investment" with the guidance of Dean Dan Smith.

**Estimated Liberal Arts (School-level) Marketing Expenses, 2012**

**Marketing Activity:**
Sabbatical Speaker Series Promotional Mailings - Sabbatical Talks feature faculty talking about their research

**Frequency:**
2 per year, 1 postcard promoting all talks during each semester

**Intended Audience:**
Alumni, donors, board members

**Goals:**
Use information about the upcoming faculty presentations to bring donors and alumni to campus, and to inform those who don’t attend about current faculty research.

**Cost:**
Printing and mailing costs: $1000 x 2 = $2000 per year.

**Return on investment (past data, or plans for tracking ROI in the future):**
Average event attendance: 32.
Marketing Activity:
Advances - 4 panel print newsletter

Frequency:
2 per year since 2010 (previously 3 per year)

Intended Audience:
Alumni, donors, board members, faculty, staff, retirees, current students

Goals:
Building awareness of school activities, celebrating and encouraging philanthropy, sharing opportunities for involvement.

Cost:
Printing and mailing costs: $5500 x 2 = $11,000 per year

Return on investment (past data, or plans for tracking ROI in the future):
Good will among alumni, donors, students, faculty, and staff. Continued and increased philanthropic support.

Marketing Activity:
School of Liberal Arts e-newsletter

Frequency:
6 times a year since 2010 (previously 12 times per year)

Intended Audience:
Alumni, donors, board members, faculty, staff, retirees

Goals:
Building awareness of school activities, celebrating and encouraging philanthropy, sharing opportunities for involvement.

Cost:
$2050 for Delivra contract

Return on investment (past data, or plans for tracking ROI in the future):
Number of e-mail opens, forwards, and clicks can be tracked through the Delivra system (our previous system didn't allow this so historical data are not available)

Marketing Activity:
Departmental e-newsletters

Frequency:
1 or more per department/program (11-20 total per year)

Intended Audience:
Departmental alumni, donors, faculty, staff, students, and retirees

Goals:
Building awareness of department activities, celebrating and encouraging philanthropy, sharing opportunities for involvement.
Covered under school contract with email vendor Delivra (above), no additional costs incurred.

Return on investment (past data, or plans for tracking ROI in the future):
Number of e-mail opens, forwards, and clicks can be tracked through the Delivra system (in the past this correspondence was sent via US mail, thus no tracking data are available historically).

Marketing Activity:
FYI from Liberal Arts

Frequency:
6 times per year since 2010 (previously 12 times per year)

Intended Audience:
University leaders and news makers, department chairs, Liberal Arts board members

Goals:
Sharing good news from the Liberal Arts with those who determine the university's message as well as with key stakeholders.

Cost:
Mailing cost plus paper costs = $180 per year

Return on investment (past data, or plans for tracking ROI in the future):
Appearance of Liberal Arts stories in campus publications, websites, speeches, etc.

Marketing Activity:
Print on-demand recruitment fliers

Frequency:
Approximately 40 different brochures maintained, printed as needed

Intended Audience:
Prospective students, community members

Goals:
Promoting Liberal Arts programs and student recruitment.

Cost:
$1,200 per year

Return on investment (past data, or plans for tracking ROI in the future):
Although this is just one means of student recruitment, the number of Liberal Arts majors has been trending upward at a rapid rate—from approx. 1200 majors in 2001 to approx. 2000 majors in 2011.

Marketing Activity:
Comprehensive brochures of graduate and undergraduate programs in the School

Frequency:
2 brochures, printed annually

Intended Audience:
Prospective students, community members

Goals:
Promoting Liberal Arts programs and student recruitment

Cost:
$1,100

Return on investment (past data, or plans for tracking ROI in the future):
Although this is just one means of student recruitment, the number of Liberal Arts majors has been trending upward as noted above.

Marketing Activity:
facebook

Frequency:
Ongoing

Intended Audience:
Current students, prospective students, faculty, staff, alumni

Goals:
Promoting awareness about the Liberal Arts activities, programs, and opportunities.

Cost:
No direct cost

Return on investment (past data, or plans for tracking ROI in the future):
500+ fans, several guest posts and multiple "likes" each week. Additional analytics are possible.

Marketing Activity:
Participation in various student recruitment events

Frequency:
Approx. 30 events per year

Intended Audience:
Prospective students and families

Goals:
Student recruitment, increasing overall awareness and understanding of the Liberal Arts and about IUPUI in general.

Cost:
No direct cost

Return on investment (past data, or plans for tracking ROI in the future):
Return on investment (past data, or plans for tracking ROI in the future).
Numbers of matriculated students captured in campus level analysis. For one event, held annually for Hispanic high schoolers, over the past 9 years, 80 students have matriculated to IUPUI.

Marketing Activity:
School and unit websites

Frequency:
Ongoing

Intended Audience:
All audiences

Goals:
Promoting Liberal Arts programs, reporting on Liberal Arts accomplishments and events, student recruitment, alumni and donor relations.

Cost:
$25 annually for Flickr subscription; $25 per site license for any new school sites (5 estimated for 2012) * Note: We are considering a new CMS system in 2012, but are in the preliminary stages so are not able to provide a cost estimate.

Return on investment (past data, or plans for tracking ROI in the future):
604,638 visits to Liberal Arts websites in CMS to date in 2011.

Marketing Activity:
Promotional giveaways

Frequency:
TBD for 2011

Intended Audience:
Prospective students, community members

Goals:
Promoting the School of Liberal Arts.

Cost:
Approximately $1000.

Return on investment (past data, or plans for tracking ROI in the future):
Good will and name recognition among prospective students and community members.