Goals for Implementing IUPUI's Mission

Excellence in Teaching and Learning

I.   Attract and support a better prepared and a more diverse student population
II. Support and enhance effective teaching
III. Enhance undergraduate student learning and success
IV. Provide effective professional and graduate programs and support for graduate students and post-doctoral fellows

Excellence in Research, Scholarship, and Creative Activity

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

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

I.   Enhance capacity for civic engagement
II. Enhance civic activities, partnerships, and patient and client services
III. Intensify commitment and accountability to Indianapolis, Central Indiana, and the state

This report is also available at http://www.iport.iupui.edu.

IUPUI at a Glance

A unique collaboration between
Indiana's two major state universities.
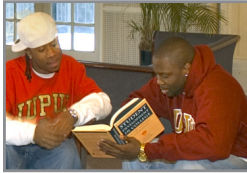
The IUPUI campus ranks among the top twenty universities in the country in the number of first professional degrees and health-related degrees it confers.

The campus offers more than 200 academic programs—from associate degrees to doctoral and professional degrees, many in leading-edge interdisciplinary fields.

Almost 30,000 students attend IUPUI from 50 states and more than 90 countries.

IUPUI alumni account for two-thirds of Indiana's physicians, 85 percent of dentists, nearly half of the state's lawyers, more than a third of nurses, and a large percentage of health and rehabilitation sciences and social work professionals.

IUPUI is nationally recognized for the quality of its programs for first-year students, community-based learning, and academic performance of student athletes.

Student housing has the capacity for 1,060 students in traditional residence halls and new Campus Apartments on the River Walk.

As leader of Indiana's colleges and universities in external funding for research, IUPUI contributes jobs, dollars, and expertise to fuel economic growth in Indianapolis and Central Indiana.

Located in the heart of downtown Indianapolis, the IUPUI campus is just three blocks from the Indiana Government Center, four blocks from Victory Field and the RCA Dome, and adjacent to White River State Park, home of the NCAA National Headquarters, the Indiana State Museum, the Indianapolis Zoo, and the Eiteljorg Museum.
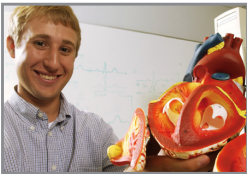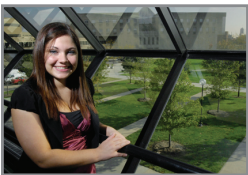
"The life sciences area is now our highest university priority."

"This initiative [a partnership between IU and BioCrossroads] will bring long-term benefits to both Indiana University and the entire state. We have many life sciences research projects under way with the potential to produce significant new medicines and treatments for human health. As we bring these discoveries to market through Indiana-based companies, we will be strengthening the state economy and hastening the establishment of a robust life sciences corridor in our state."
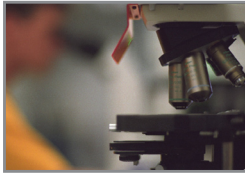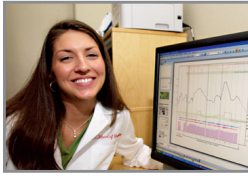
Adam Herbert, President, Indiana University
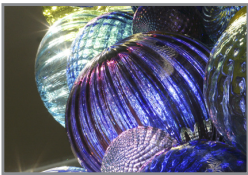
From the Chancellor
Destination:
Health and Life Sciences

A Message from
Chancellor Charles Bantz

Mission

In January 2006, as part of its mission differentiation process for Indiana University's campuses, the IU Board of Trustees approved a new mission statement for IUPUI:

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

"IUPUI has made the state's agenda for its economic future part of our mission as a campus, leading with Indiana's determination to build on its health and life science industries as a particular area of focus. With the nation's second largest medical school and largest multidisciplinary nursing school, plus a new biomedical engineering program, IUPUI is a powerhouse for research and training of professionals in the life and health sciences."

"If necessity was the mother of invention for the Industrial Age, imagination is the mother of invention for the Age of the Life Sciences."

"You will hear about bench-to-bedside advances, more and more often, as IUPUI launches TRIP (Translating Research into Practice), a new initiative that both illustrates and celebrates how research makes a difference in peoples' lives."

"What began as a faculty/student exchange program to help launch Moi's school of medicine has become an all-out effort to beat back the AIDS epidemic. The result is AMPATH [Academic Model for the Prevention and Treatment of HIV/AIDS]."

Charles Bantz, Chancellor, IUPUI and Vice President for
Long-Range Planning, Indiana University
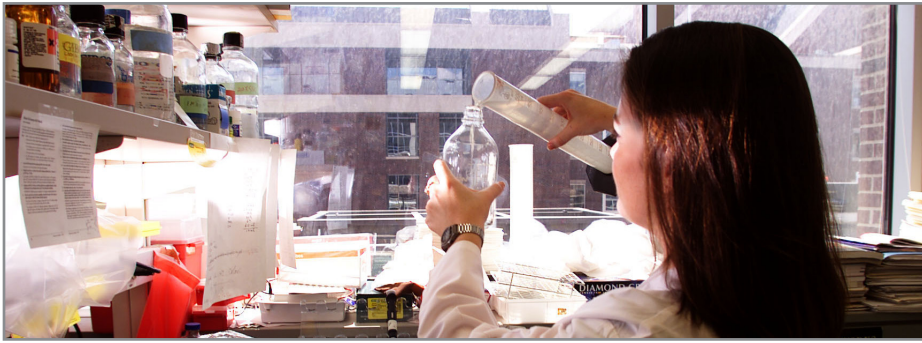
The mission statement makes several major points.

> We are a "partnership" campus. The IU/Purdue partnership is an asset that has borne fruit in a variety of ways including, most recently, the appointment of Ghassan Kassab to fill the new Thomas J. Linnemeier Guidant Foundation Chair in Biomedical Engineering and a Guidant Foundation gift to launch the Biomedical Entrepreneurship Program, a partnership among Purdue's Weldon School of Biomedical Engineering, Purdue's Krannert School of Management, and the IU School of Medicine.

> We are Indiana's "urban research" campus. When I met with Senator Richard Lugar earlier this year, he reminded me that developing such a campus in Indianapolis was one of the reasons for creating IUPUI during his first term as Indianapolis mayor. With 97 percent of our students coming from Indiana—and most staying in Indiana—IUPUI, the state's public university in the capital city, has a major statewide impact.

> We are also, and have been for nearly a century, the state's "academic health sciences campus." With the formation of BioCrossroads and Indiana's renewed emphasis on health and life sciences as an economic anchor, this role is increasingly important to the future of our state.

> We focus on "research, creative activity, teaching and learning, and civic engagement." Civic engagement is a distinctive characteristic of our campus and was the focus of last year's *IUPUI Performance Report.*

Focus

Unlike some mission statements, ours is a form-fitted garment that truly grew out of the history and culture of the campus. At the young age of 37, IUPUI is already more focused than most campuses in this country. We have a very clear sense of our commitment here in reaching out to our state and the world from Indianapolis.
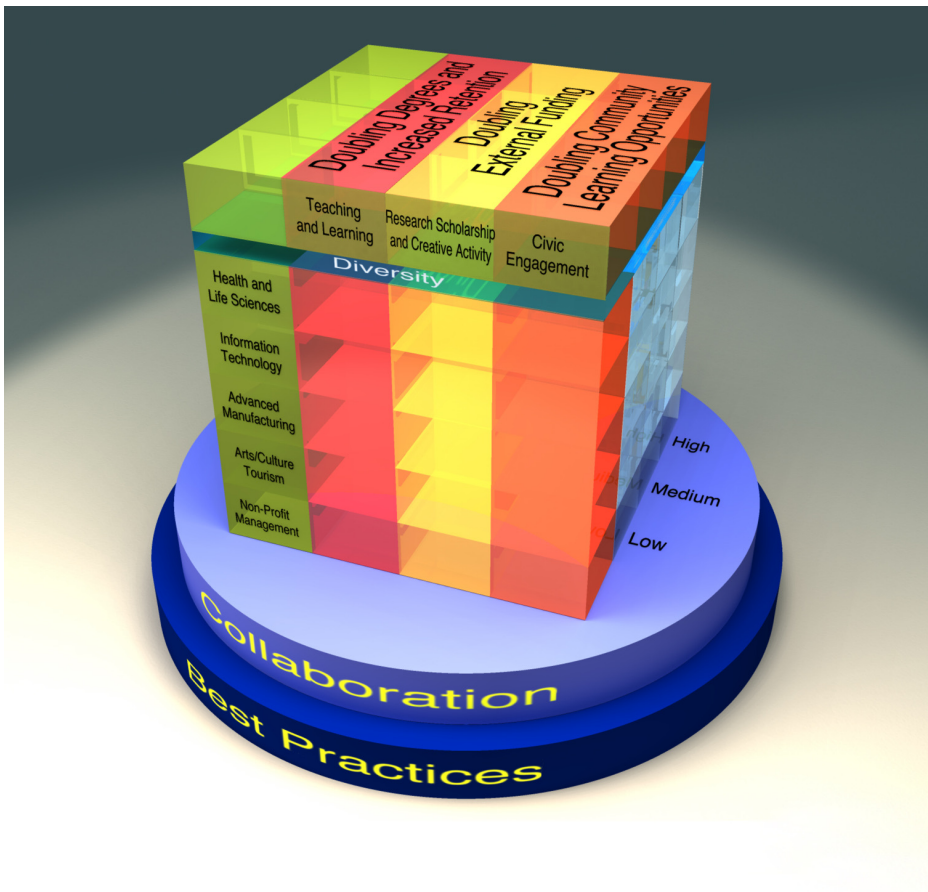
Graphically, the breadth and focus of our mission is best depicted in three dimensions, what we have come to call "The Cube."

At about the same time that the mission differentiation project came to its conclusion, Indiana University announced its "Life Sciences Strategic Plan." In this year's *IUPUI Performance Report,* we will highlight the ways in which our schools and programs have contributed to advancing health and life sciences across disciplines.

Driven by our mission, and the hierarchy depicted in "The Cube," we have begun to invest more in teaching, learning, and research in the health and life sciences than in other areas. Indiana is committed to making the life sciences a key to our future. IUPUI shares that commitment.

After all, IUPUI is home to the nation's second largest medical school, the largest multidisciplinary nursing school, and Indiana's only professional dental school.

IUPUI offers more than 130 life and health science-related degrees in 12 schools, from associate to doctoral degrees, and is one of the largest producers of graduate and professional degrees in the health sciences in the United States. More than 1,300 students graduate from IUPUI each year prepared for careers in life and health sciences. From basic research in the life sciences, to applied research in health policy, to clinical research in cancer treatment and rehabilitation of veterans with war injuries, 88 percent of the research on IUPUI's campus is life- and health-science-related, totaling over a quarter billion dollars annually in external research funding.

This is why IUPUI should be viewed as "Destination Health and Life Sciences." I want to have a high school graduate— whether in Bangalore, India, Bangor, Maine, or Bainbridge, Indiana—say, "I should go to IUPUI. This is the place where life science is happening."

Engagement

More and more, it is also important for people to be aware of how research at IUPUI affects their everyday lives. Research lays the groundwork for innovation, but it is critical that the ideas are also used by moving them into the marketplace, taking them from the bench to the bedside, or applying them in other significant ways.

New this year is a project led by Professor of Communication Studies Sandra Petronio. A member of the core faculty of IU's Center for Bioethics, Sandra does research on privacy and disclosure. She has long argued that faculty should take their basic research into the world, and has translated her evidence-based theory into practice by co-authoring a book about how her research on disclosure can be applied to AIDS/HIV.

Sandra and a team of colleagues are launching a program called TRIP, "Translating Research into Practice," on the IUPUI campus. The program will make the application of academic work at IUPUI better known in the community and show how research at IUPUI makes a difference by addressing problems people face in their everyday lives. The TRIP initiative will include:

> *Inside Out Program,* a campaign to celebrate and inform the community about faculty research at IUPUI on real-world issues through lectures, presentations, and media alerts.

> *Everyday Research Series,* focusing on lectures that bring scholars involved in translational research from other campuses to IUPUI.

> *National Translational Dialogue Program,* a national symposium held annually at the IUPUI campus to open discussions on a national, cross-disciplinary level about translational research and geared to establish IUPUI as a leader in translational work.

By reviewing the 2006 *IUPUI Performance Report,* with this year's focus on health and life sciences, you will begin to get a better idea of how your urban research university is doing its job.

This report is one way we'll be telling our story, but it is only a snapshot, just one year in the life of "IUPUI: Two Renowned Universities. One Dynamic Campus." Stay tuned for more.

*Charles R. Bantz, Chancellor of IUPUI*

Excellence in
Teaching and Learning

As Indiana's "urban research and academic health sciences campus," IUPUI offers a broad array of undergraduate, graduate, and professional programs in leading-edge life and health sciences disciplines and interdisciplinary areas–and continues to expand and improve these degrees as new fields emerge. The past two years alone have seen the approval or inauguration of bachelor's and master's degree programs in fields as diverse as Forensic and Investigative Science, Health Tourism, Biomedical Engineering, Music Therapy, and Health Informatics Management. New graduate-level certificates are available in Biocomputing, Biometrics, and Patient-Centered Outcomes, while freshmen have new opportunities to explore the wide diversity of options among health care careers during their first semester at IUPUI.

At the same time, the campus continues its ongoing efforts to strengthen undergraduate student recruitment, support, and academic success. Our programs to support undergraduate student learning won several national awards this year; as our reputation has improved, our applicant pool has grown by almost 15 percent in three years and includes more students from the top ten percent of their high school classes. New articulation agreements show promise to bring more transfer students to campus. Particularly notable is the dramatic expansion of international programs, collaborations, and opportunities for students at all levels–undergraduate, graduate, and professional alike.

Highlights of 2005-2006 are discussed below. Items are organized around our four principal goals for teaching and learning. Additional information can be found in the "Performance Indicators" and "Profile of Progress" sections of this report.
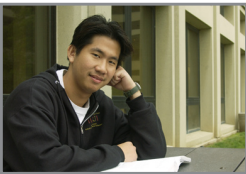
An Award-Winning Undergraduate Experience

Institutional Progress in Student Learning Outcomes, 2006

The Council for Higher Education Accreditation selected IUPUI as one of four institutions, out of 32 applying, to receive this award in its inaugural year. The award recognizes outstanding institutional progress in developing and using evidence of student learning outcomes to evaluate and improve college and university programs of study. IUPUI received the award for its work on the Principles of Undergraduate Learning.

Theodore M. Hesburgh Award Certificate of Excellence, 2006

TIAA-CREF selected IUPUI as one of two institutions to receive a Certificate of Excellence in 2006. The certificate recognized the campus's achievement in "implementing the Principles of Undergraduate Learning."

Foundations of Excellence in the First College Year, 2003-2004

Based on its outstanding programs for first-year students, IUPUI was one of 25 campuses selected as Founding Institutions for this ongoing initiative, sponsored by the Policy Center on the First Year of College, the American Association of State Colleges and Universities, and the Council of Independent Colleges. The initiative aims to identify and disseminate effective practices for supporting the success of new college students.

Theodore M. Hesburgh Award Certificate of Excellence, 2002

IUPUI was one of four institutions awarded the Hesburgh Certificate of Excellence by TIAA-CREF in 2002, in recognition of its faculty development program to enhance student retention in "Gateway" courses—high-enrollment first-year courses that students need for future college success.

U.S. News & World Report, 2002-2005

U.S. News & World Report selected IUPUI's freshman Learning Communities and the IUPUI First-Year Experience in 2002, 2004, and 2005 as "Programs That Really Work" to advance student learning and success.

Greater Expectations: The Commitment to Quality as a Nation Goes to College,
2000-2002

IUPUI was selected by the Association of American Colleges and Universities as one of 22 exemplary institutions participating in this study of pace-setting educational reforms on campuses across the country. The study culminated in an influential report that called for "a dramatic reorganization of undergraduate education… to raise substantially the quality of student learning in college."

"This [life sciences] plan sets down important, specific goals that we at Indiana University must achieve if we are to provide the critical research foundation for Indiana's life sciences initiative, the aim of which is to provide lots of good jobs for Hoosiers….With this plan we have a road map to build on the research excellence IU and the IU School of Medicine have achieved in life sciences and biomedical research, a map that will guide us as we partner with government, private industry and our academic colleagues to build a stronger and healthier Indiana."

"IU has established some very aggressive goals for the life sciences, and these goals will require more collaboration than ever before between scientists in our basic research laboratories in Bloomington and basic and medical researchers at the School of Medicine in Indianapolis. One of my goals will be to leverage these assets in such a way as to make IU one of the top medical research centers in the nation."

"A lot of medical schools, including some of the most renowned in the country, are silo oriented. In those places, researchers only talk to others in their areas; it's very difficult to collaborate outside those boundaries. But on the IUPUI campus and throughout IU, we have something very, very different—here, we constantly reach out to others in different disciplines."

Craig Brater, Dean, School of Medicine and
Vice President for Life Sciences, Indiana University

Attract and support a well-prepared and diverse student body

This year, IUPUI continued working to improve the academic qualifications of entering students, to admit and retain more minority and international students, and to provide academic support that enables all students to succeed and graduate. New options for entering freshmen in health and life sciences were geared to introducing them to these fields and attracting them to health and life sciences majors and careers.

The IUPUI Summer Academy Bridge Program continued to expand this year, adding a new section developed specifically for students interested in the health care professions. The program, which offers an extended orientation to college for new students, included 225 participants in nine sections during Summer 2005. Schools participating in the Bridge program include University College, the Kelley School of Business, and the Schools of Education, Nursing, and Science.

Linked to the new section of the Bridge Program is a Thematic Learning Community (TLC) on "Communicating Today's Health Science Culture," offered by the School of Medicine and University College. Freshmen interested in healthcare careers can explore options and get an early start on required coursework by joining this TLC during their first semester. TLCs are made up of two to four disciplinary courses integrated around a common topic or theme, along with a first-year seminar that provides an extended orientation to higher education. Based on research findings suggesting that stronger social and intellectual bonds among students support retention and academic success, TLCs enroll students as a single cohort, keeping them together as a group in all TLC courses. The healthcare TLC includes a biology lecture and laboratory, along with courses in Communication Studies and Writing. Students are introduced to healthcare career options and types of healthcare services (for example, rehabilitation, imaging, therapy, administration, nutrition, and others), as they learn fundamentals of human biology and physiology, discuss the role of communications in healthcare, and focus on writing in healthcare professions. In addition to regular course faculty, TLCs include a faculty mentor, a student mentor, an advisor, and a librarian to support students as they make the transition to higher education.

IUPUI's own studies have shown that students who participate in TLCs are retained at higher rates and have higher GPAs than non-participants. According to the Office for Professional Development, eight IUPUI schools currently sponsor one or more TLCs; a program of expansion to include all undergraduate schools on campus is underway.

IUPUI received the highest number of applications in 11 years for the freshman class of Fall 2005, according to Enrollment

Services. The number of new freshmen admitted increased by two percent over Fall 2004, including an increase of 11 percent in the number of minority freshmen admitted. Academic qualifications of the group also improved: the percentage of students from the top ten percent of their high school graduating class grew by three percent and the percentage from the top third of their high school class grew by five percent.

Enrollment Services has also greatly expanded its outreach to minority and non-traditional students. For example, campus tours and enrollment workshops, in addition to a special hot line, are now available in Spanish for Spanish-speaking students and their families. The office participated in or sponsored such events as Project Stepping Stone, Indian Market, Mayor's Latino Forum, IPS Back to School Carnival, and Indiana Black Expo. Shades of Brilliance was presented as a stand-alone open house targeting under-represented students, including middle-school students. And six students this year hold Multicultural Outreach Ambassador Scholarships.

University College continued to build on its widely recognized programs to support the success of first-year students. The college's Nina Mason Pulliam Legacy Scholars Program will add five scholarship slots next year, with support from the Nina Mason Pulliam Charitable Trust and IU Commitment to Excellence funds. Nina Scholars face significant barriers, such as physical disability, to academic success, but the five-year-old program boasts a 94 percent retention rate and an 80 percent graduation rate since its inception. The college has also begun a mentoring program for students on academic probation. These students, who historically have had only a five percent chance of ever graduating, have been retained at a rate of 70 percent thus far. Finally, the college received further national honors from the National Academic Advising Association, which awarded IUPUI an Outstanding Institutional Advising Program Certificate of Merit for Integration of Academic and Career Planning.

IUPU-Columbus has undertaken a range of initiatives to attract and retain both new freshmen and transfer students. IUPUC Connect was launched in 2005 as an online tool to help new students make the transition to college. The PASSPORT-IUPUC program has enhanced articulation with Ivy Tech-Columbus, easing transfer of Ivy Tech-Columbus courses and credits toward several IUPUC baccalaureate degree programs. Additional articulation

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agreements signed in 2005 established joint baccalaureate degree programs with IUPUI in anthropology, chemistry, communication studies, criminal justice, engineering, English, forensic and investigative sciences, general studies, geography, history, informatics, labor studies, nursing, philosophy, political science, public affairs and public health, religious studies, sociology, and tourism, conventions, and event management.

The School of Engineering and Technology has initiated new and updated articulation agreements that will facilitate transfer for both local and international students. Updated agreements between Ivy Tech State College and the school were finalized, while new agreements are in place with Edmonds Community College, Seattle Central Community College, and Seattle South Community College, all in Washington state. The new agreements aim to encourage international students to transfer to IUPUI. Another new agreement with the College of North Atlantic, Canada will admit three-year diploma degree graduates into the M.S. in Technology program to make it a 3+2 program.

In addition to campus-wide and sponsored opportunities, the **School of Liberal Arts** offers student scholarships and awards that total more than $150,000. Most of these awards provide students with opportunities to work directly with faculty on research and educational projects. For example, the school's Sam Masarachia Scholars Program, recently strengthened by an additional $1.5 million endowment, demonstrates the effectiveness of comprehensive scholarship support in boosting student achievement, retention, and graduation. It provides up to four years of full tuition and fees for up to 12 Liberal Arts majors committed to active citizenship and interested in advocacy for labor, senior citizens, and community; the program attracts both new and continuing students and, over its history, has retained more than 90 percent of participants through graduation.

Greentree Gazette reports that in 2004-2005 (the latest year for which data are available), **Enrollment Services** processed over 36,000 student loans for a total of well over $200 million. The university ranks 17th nationally in total loan volume among the top 100 FFELP (Federal Family Education Loan Program) schools.

Support and enhance effective teaching

IUPUI strives to apply new research on teaching and learning to create effective, innovative academic experiences, supports professional development to help faculty continuously improve their teaching, uses cutting-edge technologies to enhance teaching and learning, and seeks to diversify and internationalize its academic programs. New programs in health and life sciences fields and upgraded facilities will diversify students' opportunities in these areas, enrich their educational experiences,

and produce professionals with state-of-the-art training.

The development of Fairbanks Hall, a life sciences education and resource center to be located between 10th and 11th Streets on the east side of the canal, is a collaboration among Clarian Health Partners, the School of Medicine, and the School of Nursing. Designed to serve as a strategic component in the growth of Indiana's life sciences initiative, the building will house a state-of-the-art simulation center that will offer clinical training to thousands of nursing, medical, and allied health students and professionals annually. Other areas of the building will include educational spaces and administrative offices. Funded by Clarian, the Schools of Medicine and Nursing, and a generous donation from the Richard M. Fairbanks Foundation, Inc., Fairbanks Hall is expected to be completed by Summer 2008.

An $880,000 renovation of historic Coleman Hall has added teaching laboratories equipped with cutting-edge technology to the Department of Occupational Therapy in the School of Health and Rehabilitation Sciences. The new facilities include a SMART classroom, an Infant and Child Learning Laboratory, an Instructional Laboratory for the Occupations of Adolescents and Young Adults, and Instructional Laboratories for Occupations of Adults and Older Adults. These upgrades will allow the school

to train students in the most current technologies and to prepare graduates able to deliver the highest quality patient care once they are health professionals working in the field.

The American Chemical Society (ACS) has certified the Department of Chemistry and Chemical Biology in the School of Science for both the Chemistry and Biological Chemistry options of the professional Bachelor of Science in Chemistry degree. This year, the department awarded a record 32 baccalaureate degrees, including 18 ACS-accredited B.S. degrees.

The Indiana Commission on Higher Education has approved a new bachelor's degree in Biomedical Engineering Technology in the School of Engineering and Technology.

The School of Dentistry has developed a distance learning version of its dental assisting program in order to respond to the need for more dental assistants in Indiana. The program will be implemented following its expected approval by the Indiana Commission on Higher Education.

IUPUI's international education initiatives took a major step forward with the creation of the William M. Plater International Scholars Program. Coordinated by the

Office of International Affairs and the **Office of Student Scholarships** within **Enrollment Services**, the program honors the career and accomplishments of William M. Plater, former IUPUI Executive Vice Chancellor and Dean of the Faculties. The program will create a group of domestic and international students at both the undergraduate and graduate levels engaged in common activities—lectures, films, roundtables, performances—designed to foster global competence and meaningful international dialogue. Undergraduate Plater Scholars will receive financial assistance for four years, one-time funding for study abroad, and a year's residence in International House. Graduate-level Scholars will receive school-specific scholarships, fellowships, or assistantships. A third set of Plater scholars will include international students involved in exchange programs between IUPUI and partner universities outside the U.S. The program will begin with a small pilot cohort during the 2006-2007 academic year and will be fully inaugurated in Fall 2007.

The Center for Service and Learning in the **Office for Professional Development**, in collaboration with the **Office of International Affairs** and the International Partnership for Service Learning, hosted a first-of-its-kind workshop to help faculty and administrators develop campus plans for international service-learning programs and study abroad courses. Entitled "Engaging the World: Developing a Campus-Wide Approach to International Service Learning," the workshop drew teams and individuals representing 34 campuses around the country to develop campus plans for international service learning. Service learning connects volunteer service to the community with academic study. IUPUI is a leader in the emerging field of international service learning, which brings students studying abroad together with communities in other cultures, extending their learning experiences and providing opportunities for improving language mastery and cross-cultural communication skills. In recent years, international service learning has emerged as a driving theme in IUPUI's study abroad programs. It is an approach particularly well suited to IUPUI's many professional school students, and also one that reflects the campus's commitment to civic engagement, both at home and abroad.

A broad range of other international activities and initiatives occurred this year. For instance, the **Office of International Affairs** reports that 34 study abroad programs operated in 2005-2006 and that seven new programs were approved. For students on campus, a new Global Crossroads facility with "next-generation" videoconferencing capabilities will soon be available in the Education/Social Work Building to enable international dialogue, learning, research, and partnerships. New programs with international emphases include a B.A. in International Studies in the **School of Liberal**

Arts, available in Fall 2006, and a five-year dual degree program in French and Engineering, co-sponsored by the Schools of Liberal Arts and Engineering and Technology. The latter program is modeled on the German/Engineering dual degree program begun three years ago. E & T, along with the Schools of Education and Social Work, is also participating in a two-year, federally funded program aimed at internationalizing the undergraduate curriculum through a partnership with Gadjah Mada University in Yogyakarta, Indonesia. The program will produce new courses and course modules that explore professional issues in cross-cultural contexts and will allow a core group of IUPUI faculty to collaborate on internationalizing their professional courses.

Other new degree programs approved or launched this year include: a graduate Certificate in Survey Research and an M.A. in Political Science, offered by the School of Liberal Arts; a B.S. in Environmental Science, offered as an IU degree by the School of Science, in partnership with the Schools of Public and Environmental Affairs and Liberal Arts; and an Interdisciplinary Studies B.S.—in which students collaborate with a faculty

mentor to design their own majors—in the School of Science.

The Women in Science Residential Learning Community, sponsored by the School of Science, opened its doors in August 2005. Thirty students majoring in one of the school's degree programs receive a special scholarship, live in one of the campus Riverwalk apartment houses, and participate in career development programs, study groups, and social activities. The program aims to increase student retention and graduation rates and to enhance diversity both at IUPUI and more generally in the sciences, where women are under-represented nationally in mathematics, physics, chemistry, computer science, and other fields.

> Responding to the growing diversity of our nation, the School of Education has developed curricula geared to preparing current and future teachers to work with students from varied and diverse backgrounds.

Responding to the growing diversity of our nation, the School of Education has developed curricula geared to preparing current and future teachers to work with students from varied and diverse backgrounds. These efforts gained national recognition in January when the American Association of Colleges for Teacher Education honored the school with its Best Practice Award

in Support of Diversity. The award, sponsored by the association's Committee on Multicultural Education, recognizes the infusion of diversity throughout all components of a school, college, or department of education as critical to high-quality teacher education and professional development.

IUPUI was also the recipient of the 2006 Mayor's Celebration of Diversity Award. The award, which IUPUI also won in 2002, recognized the campus for outstanding performance in the development category, which honors organizations with opportunities for diversity education and communication.

The **Community Learning Network's** General Studies Degree Program is the largest major at IUPUI and enables adults with jobs and full-time responsibilities to complete a college degree. Students in the major are among IUPUI's most diverse group: 67 percent are women; 19 percent are minorities; and 76 percent are over 25. In 2005-2006, the program graduated 459 students, with 103 receiving an Associate of Arts degree and 359 receiving a baccalaureate degree.

The **Office for Professional Development** sponsored its first Multicultural Teaching and Learning Institute this year, exploring such topics as defining multicultural

education, facilitating difficult dialogues, and using inclusive teaching strategies. The institute, which included 24 faculty members, was created to reinforce IUPUI's commitment to diversity, to help faculty members incorporate diverse perspectives and issues in their courses, and to underscore the relationship between inclusive teaching and retention.

Other contributions to support for faculty teaching from the **Office for Professional Development** include small grants to help lecturers and part-time faculty members to improve teaching and student learning, especially for first-year students. The Gateway Grants Program supported the participation of 44 part-time faculty members in the IUPUI Gateway Associate Faculty Conference, which focused on enhancing teaching and learning in large-enrollment introductory courses. The new Lecturers' Development Fund Grant aims to increase the skills of full-time lecturers in promoting student learning and academic success. Grants will fund such activities as exploring and developing new teaching tools and approaches, using technology effectively for teaching and learning, and implementing best practices in teaching.

Enhance undergraduate student learning and success

IUPUI seeks to meet the wide range of student learning needs by creating a supportive and engaging campus environment, strengthening academic programs, and providing a broadly based education that will serve students beyond college throughout their lives and careers. Several of these efforts won national recognition this year; further progress is on the horizon as the Campus Center nears completion, and as campus technology and other learning resources continue to improve.

Six years ago, the Department of Biology in the School of Science launched an innovative freshman work program aimed at strengthening students' engagement with the department and campus by immersing them more fully in the culture of the discipline. The program provides freshmen with the opportunity to work 10 hours per week in biology research or teaching laboratories, where they learn sophisticated scientific techniques and interact with upper-level undergraduates, graduate students, and faculty. The first class of students in the program has achieved a six-year graduation rate of 55 percent, which is more than twice the campus average, and helped boost the number of baccalaureate degrees awarded by the department to a record 72 in 2005-2006.

IUPUI continued to receive national recognition and accolades for its efforts to improve undergraduate learning and support student success. The Office for Professional Development and University College report that these efforts earned the campus two major national awards this year. Both awards—a Theodore M. Hesburgh Certificate of Excellence from TIAA-CREF and a Council for Higher Education Accreditation Award—honored the campus for its Principles of Undergraduate Learning, which define the educational outcomes that all IUPUI undergraduates are expected to achieve by graduation and are woven throughout the undergraduate curriculum in all disciplines. The principles include communication and quantitative skills, critical thinking, broad understanding of society and culture, and other abilities key to effective citizenship and personal and professional success. In addition, *U.S. News & World Report* again ranked IUPUI among schools that have created outstanding first-year experiences and exceptional service learning programs. The *U.S. News* rankings are developed with input from higher education leaders nationwide.

Research on student success in higher education has shown that students who become involved in research as undergraduates are more likely to graduate and to pursue further education than students who do not have this experience. A new grant to the Center for Research

and Learning in the **Office for Professional Development** will help IUPUI and other campuses to understand more clearly how students learn through engagement in undergraduate research and allow us to make better use of such research experiences to improve student learning and success. With IUPUI serving as the principal site, students and faculty members from 19 campuses nationwide will examine student intellectual skills before and after the research experience in three areas described by IUPUI's Principles of Undergraduate Learning: core communication and quantitative skills; critical thinking; and integration and application of knowledge. Students at all participating campuses will use IUPUI's electronic student portfolio to document learning from undergraduate research and to collaborate with faculty mentors to assess and understand their intellectual growth as a result of participating in research. Ultimately, the project will create an assessment and evaluation platform that will be widely available to the academic community across the nation.

Under the direction of the **Offices of Student Life and Diversity** and **Administration and Finance**, construction of IUPUI's long-awaited Campus Center began in September. The center is a crucial component of IUPUI's efforts to improve the campus environment for learning and to build a sense of community on campus; it will provide students with a place to go before, between,

and after classes and with opportunities to strengthen their ties to IUPUI through informal learning and socializing and through involvement in co-curricular activities. The four-story, 173,000-square foot facility, sited on the southwest corner of University Boulevard and Michigan Street, will include gathering spaces and lounges for students, faculty, and staff, a 250-seat theater, a 600-seat dining area, the Campus Bookstore, space for planned meetings, and offices for a range of student support services. We expect that 10,000-12,000 people will visit the Campus Center daily once construction is completed in Fall 2007.

Among other improvements to the campus learning environment, a new Information Commons has opened in the **University Library's** Reference Room. The group workstations are equipped with leading-edge technology and mobile furniture to accommodate interactive groups of different sizes. The design of the Information Commons reflects the realities of the 21st century workplace, where many activities are conducted by collaborative groups. In addition, most IUPUI disciplines emphasize teaching strategies that incorporate group research and learning—proven, effective teaching approaches that help to prepare students for the workplace they will encounter after graduation.

University Information Technology Services continued to upgrade IUPUI classrooms, enhancing 30 rooms with permanently installed computers, large-screen projectors, and other instructional technology during the 2005-2006 academic year. This brings to 112 the number of general-purpose classrooms at IUPUI equipped with state-of-the-art technology, part of the university's strategic information technology plan. In addition, all academic spaces that support informal learning now have wireless connectivity.

IU's new Online Support Environment (OSE) is an efficient virtual support center accessible to IUPUI students, faculty, and staff 24 hours a day throughout the year. This year, **University Information Technology Services** added new features to the OSE that enable the campus community to benefit more fully from the university's information technology resources. For example, users can now engage in live chat with a technology consultant; have computer problems diagnosed and, in some cases, repaired remotely; and receive news of information technology resources and programs, security alerts, upgrades, and events on their desktops. In 2005-2006, three professional organizations recognized the OSE for excellence.

University Information Technology Services is actively involved in open/community source application software initiatives in higher education. This involvement has been crucial to the development of Oncourse CL, the next-generation version of IU's highly successful course management system, Oncourse. Oncourse CL is based on the Sakai Project, a $6.8 million community source software development project founded by IU, along with the University of Michigan, MIT, Stanford, the uPortal Consortium, and the Open Knowledge Initiative, with the support of the Andrew W. Mellon Foundation. With leadership from IU and IUPUI, Sakai is working to create community source tools that are the best of their kind for course management, research collaboration, assessment of student learning, and workflow. Easily shared among universities, such tools provide rich opportunities for discipline-specific innovation in teaching and learning. Participation in Sakai improves IU's local version of Oncourse and reduces costs. For example, Oncourse CL provides new tools for such activities as grant-writing, group research, and student group work. It includes an electronic portfolio that enables students to build collections of their work over time to share with others, maintain a record of their learning and achievement, and construct resumes. Currently, Oncourse CL is available alongside the original Oncourse environment.

Provide effective graduate and professional programs

Graduate and professional programs at IUPUI aim to meet local, national, and global needs, especially in our mission area of health and life sciences. As the state's principal site for first professional degrees, IUPUI seeks particularly to support the city and state workforce and to build on interdisciplinary collaboration to create unique programs and degrees, such as the combined M.D./M.B.A., the M.D./Master of Public Health (M.P.H.), the Master of Health Administration/J.D., Master of Science in Nursing/M.P.H., Master of Health Administration/M.B.A., and Master of Library Science/Master of Science in Health Informatics. New health and life sciences programs introduced this year will continue to support Indiana's ongoing effort to achieve national leadership in these fields.

The IUPUI campus extended its commitment to its mission as Indiana's health and life sciences campus this year with the approval or implementation of a number of new master's degrees and graduate certificate programs in health and life sciences disciplines—some in leading-edge interdisciplinary areas. For example, newly approved programs include a dual master's degree in Health Informatics Management, offered jointly by the School of Library and Information Science and the School of Informatics, and certificates

in Biocomputing and Biometrics, to be awarded by the School of Science. In Fall 2005, the first students began study in newly implemented master's degree programs in Health Sciences and Occupational Therapy, both in the School of Health and Rehabilitation Sciences, and Music Therapy in the School of Music program at IUPUI. The School of Health and Rehabilitation Sciences also offered a new graduate certificate in Patient-Centered Outcomes for health care professionals interested in evidence-based practice and patient-centered care.

The Anthem Blue Cross and Blue Shield Foundation has established the Anthem Fellowships to support doctoral students in Health Informatics in the School of Informatics. Two fellowships a year, totaling $35,000 each, will be awarded to students in 2006 and 2007. Health Informatics is the application of skills and tools that allow information to be collected, managed, used, and shared to support healthcare delivery and promote health.

The Riley Child Development Center (RCDC), an interdisciplinary leadership training program offered by the Department of Pediatrics in the School of Medicine, celebrated its 35th anniversary in September. The RCDC has supported hundreds of students and professionals across healthcare disciplines in learning about child development and family-centered practice through internships and

practica. Thousands of children and their families have benefited from the center's interdisciplinary assessment clinic, which helps families of children with learning and developmental issues to understand their children's development and to learn strategies for helping their children achieve their full potential.

The **School of Optometry** has developed several new international relationships that provide training for optometrists and optometry faculty abroad and offer opportunities for IUPUI optometry students to gain international clinical experience. For example, the school has collaborated with Ramkhamhaeng University in Bangkok, Thailand—loaning faculty and welcoming Ramkhamhaeng students—to start the first optometry program in that country. Optometry students from the Hogeschool Utrecht in the Netherlands spend time in Indianapolis each year to gain clinical experience under a Memorandum of Understanding (MOU) between the two schools. A new MOU with the School of Optometry at the Hong Kong Polytechnic University will allow three students to go to Hong Kong for a 12-week rotation in August 2006 and to gain additional clinical experience at a large eye hospital in Guangzhou in mainland China.

The **School of Law** welcomed its inaugural S.J.D. (Doctor of Juridical Science) class in Fall 2005. The S.J.D. is the terminal degree in law, offered by only 15 percent of U.S. law schools. At IUPUI, the degree requires a research-based dissertation. The program is designed for people seeking a career in academic law in the U.S. or abroad; the first S.J.D. class includes students from Italy, Canada, South Korea, and Saudi Arabia.

The **School of Library and Information Science**, whose programs are sponsored jointly by IU-Bloomington and IUPUI, won full re-accreditation by the American Library Association. *U.S. News and World Report* ranked the school's graduate programs among the top ten nationally in 2006.

The secondary Transition to Teaching Program (T2T) at the **School of Education** provides a year-long immersion experience leading to teacher licensing at the middle and high school levels. The highly selective program is designed for adults who already have bachelor's degrees with majors or equivalent coursework in science or mathematics. Students spend most of their time in field placements working with practicing teachers, under the guidance of IUPUI secondary education faculty.
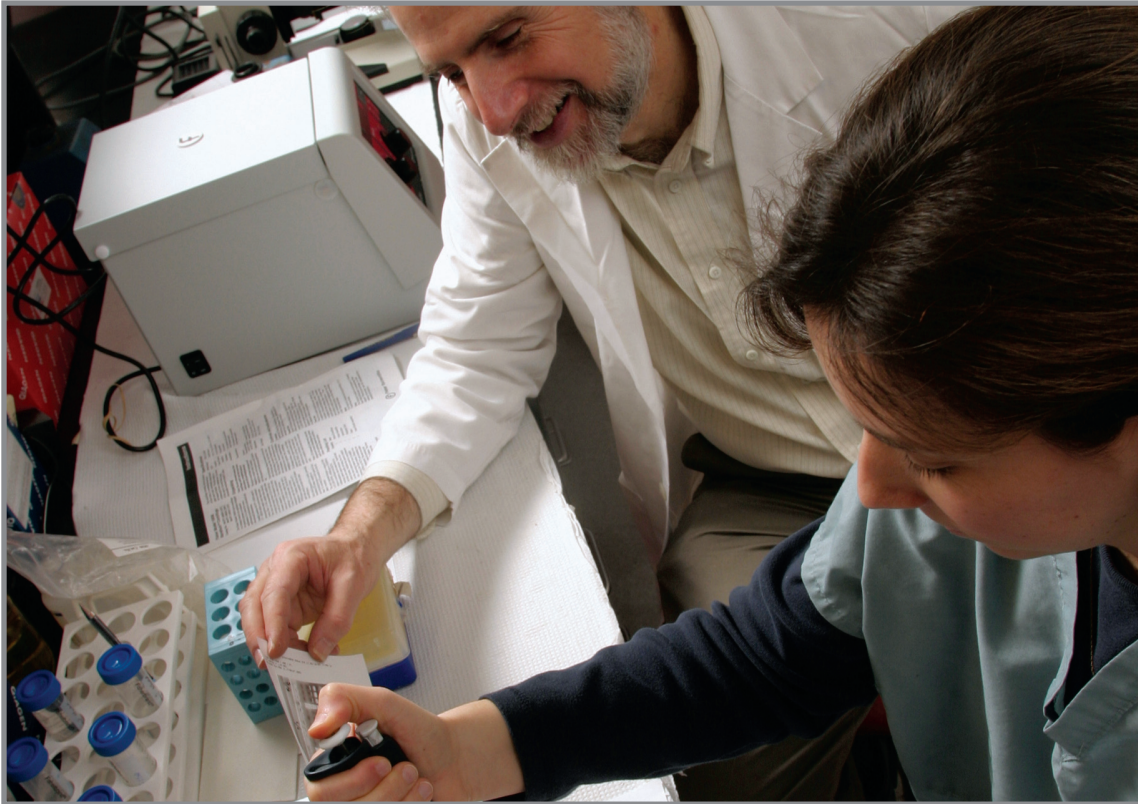
Excellence in Research,
Scholarship, and
Creative Activity

IUPUI made important progress this past year in efforts to expand both research activity and research capacity, especially in its key mission area of health and life sciences. Growth occurred in both the number of grant proposals submitted and the percentage of those proposals that were successfully funded–increasing external research support by almost $14 million, for a total of over a quarter of a billion dollars. Fully 96 percent of new funding in 2005-2006 supports research in health and life sciences areas across IUPUI departments and schools.

The Fall 2005 groundbreaking for the School of Medicine's Research III building enabled the campus to lay a foundation–both literally and figuratively–for substantially enlarging the school's research enterprise. New research centers within the school, including a Center for AIDS Research, are strengthening that foundation and improving IUPUI's competitiveness for new grant monies, especially in combination with IU's information technology and supercomputing resources. The comprehensive life sciences strategic plan developed by IUPUI and IU-Bloomington promises to further reinforce IUPUI's research infrastructure and to raise Indiana's profile as a national and international center for health and life sciences research and discovery.

Highlights of 2005-2006 are discussed below, with items organized around our three principal goals in the area of research, scholarship, and creative activity. Additional data can be found in the "Performance Indicators" and "Profile of Progress" sections of this report.

"These well-established and thriving collaborations [with major private entities like Lilly, Cook, and Clarian Health Partners] create a firm basis for continued growth of the life sciences enterprises on the IUPUI campus."

"IUPUI is at the core of life sciences research, technology transfer and education in the state. The strength of our campus is its entrepreneurial faculty—our research centers, institutes, and the core programs all are breaking new ground in all areas of the life sciences."

"IUPUI has recruited top people from some of the most prestigious institutions in the world, and they're coming because they recognize what is happening here."

"Expertise and assistance in areas such as informatics, biostatistics, ethics, technology transfer and community outreach facilitate research efforts by investigators in all scientific disciplines campus-wide."

"More than 80 percent of the research we do here at IUPUI is life-science related. Many of these projects have grown from ties to the School of Medicine, but a surprising number have emerged outside the traditional health-related schools— and that number is growing every year!…The potential impact of these projects is considerable: longer, healthier, happier and more productive lives."

"We offer more than 130 life sciences-related degrees in a dozen schools and more are on the way. Each year, more than 1,300 students graduate from IUPUI prepared for careers in the life sciences. IUPUI is becoming the place to go for life sciences education, training and job opportunities."

"Programs like these at IUPUI ensure that the state has the trained workforce it needs to become a world-class center for the life sciences industry."

Jan Froelich, Interim Vice Chancellor for Research

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

IUPUI seeks to maximize external research income and to build on the campus's unique research strengths in health and life sciences in disciplines across the campus.

- While the vast majority of external grant dollars at IUPUI fund grants and contracts in the area of health and life sciences, these grants are not limited to the Schools of Medicine, Dentistry, and Nursing, but span a wide array of disciplines and interdisciplinary collaborations. Examples from 2005-2006 include:

  > Faculty in the School of Engineering and Technology received grants for such studies as "Genetic Analysis of Bone Structure and Strength," "Genetic Analysis of Hip Fragility," "Simulation Model for Mental Health Systems Planning," and "Mechanical Loading and Bone."

  > The investigation of music as an intervention to ease pain experienced by cancer patients is the topic of an NIH grant to faculty members in the School of Music program at IUPUI.

  > The Medical Humanities Program in the School of Liberal Arts, in collaboration with the Bioethics Center in the School of Medicine, is

studying "Indiana and the Legacy of Local Eugenics, 1907-2007." Funded by the National Institutes of Health Human Genome Project, this research marks the 100th anniversary of Indiana's compulsory eugenic sterilization of inmates in state mental health facilities and examines historical and contemporary issues in human genomics, public health genetics, and reproductive health.

  > In collaboration with the School of Medicine and other groups nationwide, the Department of Computer and information Science VISC (Visual information Sensing and Computing) Center in the School of Science is conducting a study of Fetal Alcohol Syndrome. This work is also funded by NIH.

  > The USAID Global Livestock Research Program has awarded a grant to the Department of Nutrition and Dietetics in the School of Health and Rehabilitation Sciences to study whether including more animal source foods in the diets of women of childbearing age, nursing mothers, and children in Kenya will increase positive outcomes of HIV/AIDS treatment.

  > The U.S. Center for Disease Control has identified six priority areas that contribute to more than 70 percent of illness, disability, and death among adolescents and young adults and to the development of chronic disease with advancing age. In response, a multi-disciplinary team, including

faculty from the School of Education, is developing models for systematic assessment of health knowledge and information management systems at a community-based health education center—the Ruth Lilly Health Education Center—that serves 80,000 students annually. The project is supported by the U.S. Public Health Service in the Office of Public Health and Science.

- School of Science faculty are engaged in a wide range of health and life sciences research initiatives, often in collaboration with the School of Medicine. Current projects include:

  > A new procedure for synthesizing "quantum dots," highly fluorescent sub-microscopic particles able to act as molecular "beacons," has been developed by researchers in the Department of Chemistry and Chemical Biology in the School of Science. Quantum dots have the potential to improve the study, diagnosis, and treatment of a range of diseases, but are difficult and costly to synthesize with older methods. The new procedure may allow large-scale synthesis of quantum dots, a breakthrough that could lead to improvements in both basic research and medical diagnosis.

  > Faculty from the Department of Mathematical Sciences in the School of Science are working with School of Medicine faculty to develop innovative

and highly sensitive mathematical and statistical methods of detecting cancer or other disease signals, using data obtained through proteome analysis.

  > A research team including faculty from the Department of Earth Sciences in the School of Science has uncovered the source of lead exposure that has caused poisoning in children from several urban areas, including Indianapolis.

  > Researchers from the Department of Computer and Information Science in the School of Science have developed the "Secure and Reliable Health Information System," an Internet-based medical information system that integrates information normally scattered across the health care network. The system is completely protected from hackers and bugs. Experts say such a system could save lives and billions of dollars. The system was developed at IUPUI's Trusted Electronics and Grid Obfuscation (TEGO) Research and Education Center. Its approach to safeguarding electronic information is applicable to non-medical fields, such as banking, that need to store highly secure information.

- Faculty members in the School of Dentistry are using NIH funding to study health literacy and ways to improve oral health among children and toddlers in under-served populations.

- The **School of Medicine** continued its pioneering work on breast cancer through several major grant-funded initiatives. One NIH grant project will study variations of genes related to breast cancer treatment, focusing on endocrine therapy. This research has the potential to contribute to more effective breast cancer treatments. A new life science venture, CS-Keys, Inc., focuses on early detection of breast cancer through a diagnostic tool developed by school faculty members. CS-Keys is located at the Indiana University Emerging Technologies Center in Indianapolis. And in June, the Vera Bradley Foundation for Breast Cancer announced a multi-million dollar gift to the IU Cancer Center to support the IU Breast Cancer Research Program, a multidisciplinary program that includes both basic science and clinical investigators.

- In its annual ranking of the nation's top 100 schools and colleges of nursing, NIH ranked the **School of Nursing** 17th. Rankings are based on the amount of research dollars awarded by NIH to each school. The school's major research focuses include quality of life in chronic illness and cancer control; it is also nationally noted for expertise in congestive heart failure and innovative approaches to using technology to improve patient care.

- The Bill and Melinda Gates Foundation awarded the Center on Philanthropy in the **School of Liberal Arts** a challenge grant to support data collection for its signature research project, the Center on Philanthropy Panel Study (COPPS). The largest and most accurate study of charitable giving by U.S. households ever conducted, COPPS examines giving and volunteering by households over time and across generations. The center has also joined forces with the Center for Nonprofit Leadership and Management at Arizona State University and the Dorothy A. Johnson Center for Philanthropy and Nonprofit Leadership at Grand Valley State University to launch the AIM (Arizona-Indiana-Michigan) Alliance, a collaboration that will include cross-delivery of flagship programs, development of standardized research protocols, and joint publication and dissemination of research. Funded by the W.K. Kellogg Foundation, AIM is the first alliance of major academic centers for philanthropy and will draw on each center's strengths to increase the capacity and diversity of the nonprofit sector.

- The Department of Tourism, Conventions, and Event Management in the **School of Physical Education and Tourism Management** has begun a longitudinal study intended to establish a baseline index of Indianapolis residents' view of their quality of life. Over time, the study will measure improvement or decline of these perceptions as the city advances its efforts to promote Indianapolis as a cultural tourism destination.

| Excellence in Research, Scholarship, and Creative Activity

Provide support to increase scholarly activity and external funding

IUPUI provides resources to support scholarly activity among faculty, to help them obtain external funding, and to enhance their expertise in conducting effective research.

- IUPUI's **Office of Research and Sponsored Programs** offers small grants to faculty to provide initial funding for projects and studies with potential to attract major external funds. Current internal grant programs sponsored by the office include the Research Support Fund Grant, the International Development Fund Grant, the Research Venture Award, and the NIH Roadmap Initiative Seed Grant. During the past year, all of these programs were reviewed to evaluate their effectiveness in supporting progress toward the campus's goals of doubling external research funds and focusing on health and life sciences. As a result of these evaluations, a new, highly experienced review panel, including representatives from every IUPUI school and more than 50 scientific disciplines, was assembled and review guidelines and processes were revised. The result will be a fairer, more equitable distribution of internal research funds based on scientific merit.

- The Scholarly and Creative Activity Program in the **Office for Professional Development** offered 28 events and presentations on grant proposal development to participants from across IUPUI schools.

- The Fund Raising School at the Center on Philanthropy in the **School of Liberal Arts** now offers its popular course, "Preparing Successful Grant Proposals," in a two-tiered online format for beginning and advanced proposal writers.

- **School of Education** faculty led a national project, "Evaluation of Rigorous Research in Engineering Education," aimed at helping faculty in schools of engineering nationwide to understand and carry out educational research. A collaboration among the American Educational Research Association, the Professional and Organizational Development Network in Higher Education, and the American Society for Engineering Education, the project has offered intensive summer training to 150 engineering faculty members over the past three years. A number of these faculty have implemented research projects that are now reaching publication and conference dissemination venues. The project is funded by the National Science Foundation.

Enhance the infrastructure for research, scholarship, and creative activity

IUPUI is working to build a physical and organizational infrastructure that

provides opportunities for interdisciplinary collaboration and helps attract external funding. Critical progress was made this year in expanding physical, organizational, and technological infrastructure for health and life sciences research.

- On November 2, 2005, the School of Medicine broke ground for the Research III building, an $83 million facility that, at 254,000 square feet, will help the school reach its goal of doubling the size of its research enterprise in the next decade. When completed in 2008, the new structure will finalize the transformation of the north side of Walnut Street into a three-building, 500,000-square-foot integrated medical research complex, housing up to 118 laboratories and an array of research centers and initiatives. Scientists and physicians working in the complex will focus on critical questions about the biology and chemistry of cancer, neurological diseases, immunological challenges, genetic disorders, and blood-related diseases. Many will be engaged in translational research—turning basic science discoveries into treatments delivered at the bedside.

- A $10 million gift from the Richard M. Fairbanks Foundation, Inc. to Biocrossroads established the Fairbanks institute, a research collective that will conduct a long-term, predictive health study dedicated to building healthier communities in Indiana and nationwide. Led by scientists at the School of Medicine and drawing on expertise provided by

the Regenstrief Institute, the Indiana Center for Vascular Biology and Medicine, and the IU Center for Aging Research, the study uses comprehensive patient medical data and surveys to help predict, prevent, and treat disease.

- 2005-2006 marked the establishment of several new research centers within the School of Medicine: the Asthma and Allergic Diseases Cooperative Research Center, funded by the National Institute of Allergy and Infectious Disease; the Center for AIDS Research, with nearly $9 million of funding from NIH to support multi-disciplinary research on the prevention, detection, and treatment of HIV and AIDS; and the Center for Environmental Health, which explores ties between health and environment to improve the quality of life in Indiana. The Center for Environmental Health is co-sponsored by the Schools of Science and Public and Environmental Affairs. The medical school has also created a new centralized clinical research office to support business services, recruitment, and training and services to faculty and staff engaged in clinical research.

- The School of Medicine and University Information Technology Services report that in February 2006, IU-Bloomington and IUPUI unveiled a life sciences strategic plan to move IU into the ranks of the nation's top research centers in six areas of the life sciences: analytical chemistry, organic chemistry, cancer biology, the neurosciences, diabetes and metabolic disorders, and model systems in biological research.

The comprehensive plan sets goals and priorities, and prescribes strategies aimed at maintaining and elevating these areas to international prominence. The plan aims to align IU's medical research centers and strengths in life sciences, information technology, and supercomputing to make the university even more competitive for major external research grants from NIH and other agencies.

- In 2004, a generous gift from the Guidant Foundation created a new Department of Biomedical Engineering, jointly sponsored by the School of Medicine and the School of Engineering and Technology, and established the Thomas J. Linnemeier Guidant Foundation Chair in Biomedical Engineering to enable the campus to recruit a leading biomedical engineer. This year, Professor Ghassan Kassab joined IUPUI as the Guidant Foundation Chair, bringing with him a five-member research team from the University of California, Irvine. Kassab and his colleagues specialize in the biomechanics of the cardiovascular system in conditions like hypertension and heart failure. Under Kassab's leadership, the newly expanded department will offer bachelor's, master's, and doctoral degrees.

- A $7.5 million gift from the Eli Lilly and Company Foundation, the foundation's largest one-time donation to an institution or cause, will help to assure the future of the IU Cancer Center in the School of Medicine as a premier clinical and research facility. The Lilly funds will be used to recruit nationally recognized cancer scientists to strengthen the research initiatives and advanced medical care available in Indiana.

- IU's new IBM supercomputer—known as "Big Red"—is the fastest such computer owned and operated by a U.S. university and the 23rd fastest supercomputer in the world. According to University Information Technology Services, it will support new research capabilities in physics, weather forecasting, and, especially, life sciences, enabling scientists to analyze massive amounts of data and to perform path-breaking simulations of scientific phenomena. For example, Big Red will help biomedical researchers to discover differences between healthy cells and cancer cells in order to develop new ways to diagnose and treat cancer.

- Over the past eight years, the School of Optometry has increased its external grant support tenfold, establishing it as one of the nation's premier vision research centers. New faculty members specializing in such areas as retinal function, retinal pathology associated with diabetes, age-related macular degeneration, and the relationships between eye movements and neuronal processes are expected to increase research activity and external funding even further.

- The School of Science has also expanded faculty expertise in health and life sciences this year, recruiting new faculty members with research and teaching interests that include biological chemistry, forensic biology, biophysics, mathematical modeling of living systems, and mechanisms of alcohol addiction.

Excellence in Research, Scholarship, and Creative Activity

Excellence in
Civic Engagement

Civic engagement has long been a distinctive emphasis for IUPUI as an urban research university committed to improving the quality of life in its community. Our health and life sciences programs share this commitment, providing critical health resources and care to Indianapolis and Indiana communities and, of particular note, to the state's under-served populations. Health and life sciences schools and departments have also been leaders in extending IUPUI's civic engagement and service learning efforts to international community partners. The School of Medicine's widely recognized IU-Moi Kenya program, Africa's largest and most comprehensive HIV control initiative, has perhaps been the prototype and centerpiece of IUPUI's international service efforts since its inception 16 years ago. But other schools and departments have launched additional significant programs, like the School of Optometry's work in Guanajuato, Mexico or SPEA's new AIDS undertaking in rural Russia.

IUPUI's commitment to civic engagement and service learning continued to win national recognition this year. The campus was one of the first to be awarded the "community engagement" classification by the Carnegie Foundation for the Advancement of Teaching and this year hosted the workshop "Engaging the World: Developing a Campus-Wide Approach to International Service Learning," with the leadership of the Center for Service and Learning and the Office of International Affairs. Indianapolis has good reason to be proud that its university is bettering–and saving–lives, not only in the community, region, and state, but around the world.

The following section of this report is organized around our three principal goals for civic engagement and, in the subsection on our third goal, "Intensify commitment and accountability to Indianapolis, Central Indiana, and the State," further organized around the economic clusters defined by the Central Indiana Corporate Partnership and the Energize Indiana Project.
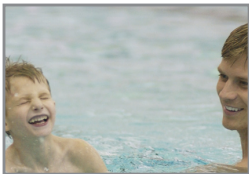
A Nationally Recognized Campus for Civic Engagement and Community Service

Presidential Award for Community Service, 2006

In the inaugural year for this award, IUPUI was selected by the Corporation for National and Community Service as one of three universities in the country to receive the Presidential Award for exceptional accomplishments in General Student Community Service activities. 510 universities applied for this award. Additionally, the campus received Distinction for Hurricane Katrina Relief Service. Both of these awards are part of the President's Higher Education Community Service Honor Roll.

Saviors of our Cities, 2006

IUPUI was recognized in a national report by the New England Board of Higher Education as one of 25 urban colleges and universities that have dramatically strengthened the economy and quality of life of their neighboring communities. vThe campus was rated the highest among public universities receiving this distinction.

The Fit for Life Program, 2006

This program, coordinated by the School of Physical Education and Tourism Management, in collaboration with the School of Nursing, George Washington Community School, and the Office of Neighborhood Partnerships, was highlighted by the Mayor of Indianapolis in the Fit City Program.

Colleges with a Conscience, 2005

IUPUI was one of 81 colleges and universities chosen from a pool of over 900 nominations by *The Princeton Review* and Campus Compact as a "College with a Conscience."

Carnegie Classification for "Community Engagement," 2004

IUPUI was selected as one of twelve colleges and universities to participate in designing a new, voluntary classification for "community engagement" through the Carnegie Foundation for the Advancement of Teaching. This year, the campus became one of the first 100 in the country to receive this designation.

U.S. News & World Report, 2003-2006

Since 2003, *U.S. News &World Report* has annually recognized IUPUI as the home of one of the 25 best service learning programs in the nation, one of the "Programs that Really Work" to advance student learning and success.

"High achievers like our kids love to test themselves. They get to immerse themselves in research projects from the start, and thanks to our partnership with medicine, they get to work in hospital settings—something a lot of them would like to do—and also to get published in a new and exciting field."

"Because the medical school has been so receptive to us, our students have gotten a chance to see the human side of health care, and have had the chance to imagine how their work could make things better for others."

"There is an energy, an excitement, in our program. Our kids have always been high achievers, good at pretty much everything they do. But here, they're exposed to challenges that require them to go further, to use their skills in several fields and do it all at the same time!"

Ed Berbari, Director, Biomedical Engineering Program, School of Engineering and Technology
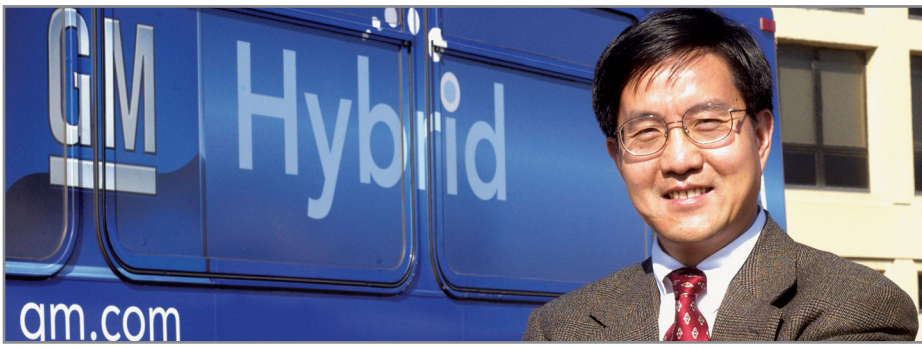
Enhance capacity for civic engagement

IUPUI seeks to develop campus infrastructure and resources that support and encourage civic engagement to meet the needs of the communities we serve. This year saw marked expansion of service learning opportunities and participation among both faculty and students. A new initiative, TRIP (Translating Research into Practice), will encourage faculty members to develop practical applications for research and to share their research with community members.

- Cancer patients in the Midwest will have easier access to clinical trials as a result of the Hoosier Oncology Group's move to the IU Emerging Technologies Center on the canal in downtown Indianapolis. A non-profit, contract research organization and key collaborator of the **School of Medicine**, the group, known as "HOG," was founded in 1985 by IU Cancer Center faculty and area oncologists with the mission of increasing Midwest participation in clinical trials of new cancer treatments. The move allows HOG to expand its support of cancer research across Indiana and its role in statewide life sciences efforts. Current clinical trials coordinated by HOG involve treatments for a dozen different types of cancer, including breast, prostate, colorectal, and lung. Doctors co-administering the trials are located in Indiana, Massachusetts, Michigan, and other states. Before HOG's establishment, only two percent of cancer patients in the Midwest were included in clinical trials; as a result of HOG's efforts, approximately 20 percent now participate.

- More and more IUPUI students are participating in service learning in recent years; the past year saw a significant spike in the number of IUPUI service learning classes, which more than tripled in number from 52 in 2004-2005 to 157 in 2005-2006. Service learning involves students in community service experiences as part of a specific course. These experiences allow students to apply theory to practice, to gain a deeper understanding of community issues and needs, and to see more clearly how they can personally contribute to improving the quality of life in their communities. The **Office for Professional Development's** Center for Service and Learning, which coordinates IUPUI's service learning programs, attributes the increase in offerings this year to the support it received from the IU-wide "Commitment to Excellence" initiative. In 2005-2006, approximately 2,800 IUPUI students in 15 schools contributed more than 51,000 hours of service to 297 community agencies.

- IUPUI is one of the first 100 campuses nationally to gain the "Community Engagement" classification from the Carnegie Foundation for the Advancement of Teaching, reports the Center for Service and Learning in the **Office for Professional Development**. The classification recognizes institutions that demonstrate a strong commitment to

civic engagement through service learning and campus-community partnerships. Previously, IUPUI was one of 12 colleges and universities that worked closely with the foundation to develop criteria and documentation for the Community Engagement classification.

- The Plater Medallion for Civic Engagement was established in honor of Executive Vice Chancellor Emeritus William M. Plater to recognize students who demonstrate an exemplary commitment to civic engagement as IUPUI undergraduates. The Center for Service and Learning in the Office for Professional Development reports that the medallion was awarded for the first time in May to ten graduating seniors from eight IUPUI schools and will continue to be awarded annually.

- IUPUI students who engage in substantial community service linked to academic coursework can now earn an "Experiential Learning" notation on their official transcripts. Enrollment Services developed and implemented a process to make the notation possible, in order to recognize formal, supervised learning experiences in which students apply knowledge acquired in class to service in community or campus contexts outside the classroom.

- TRIP—"Translating Research into Practice"—is a new IUPUI initiative that aims to illustrate, celebrate, and promote the impact of research on people's lives. Led by Professor Sandra Petronio

of the Department of Communication Studies in the School of Liberal Arts, TRIP is part of a broader national movement to show how research connects to everyday life. TRIP will showcase IUPUI research in the community, create translational research opportunities, and bring translational research scholars to the campus to share their work. The program's first two initiatives will help IUPUI to become the first "translational" campus in the nation. They include the "Inside Out" program, which will invite community members to take advantage of IUPUI faculty presentations and lectures on how research is addressing real community issues and problems. The "Research in the Everyday World" program will bring national and international scholars to campus to share their translational research work with faculty, students, and the community. A third program in preparation will provide translational research opportunities to IUPUI faculty members.

- The Columbus Learning Center, a collaboration among IUPU-Columbus, Purdue University, Ivy Tech, and the Office of Workforce Development, opened its Center for Teaching and Learning in July 2005. Since then, more than 1,500 people have participated in workshops and training sessions; the center has hosted nationally known speakers and educators, as well as tutoring services for IUPUC, Ivy Tech, and Purdue students; and partnerships have been established with a range of organizations,

including area K-12 institutions, the Columbus Area Chamber of Commerce, the Community Education Coalition, and Columbus Regional Hospital. The IUPUC and Ivy Tech-Columbus Libraries, along with the Purdue Computer Labs, have also re-located to the Learning Center, making it a one-stop access point for print, online, and other learning resources for IUPUC and Ivy Tech students and faculty and area community members. Approximately 108,000 people used the center's resources in 2005-2006.

- Providing increased community access to arts programming and to Herron's art and design expertise is the goal of the new Center for Art, Design, and Public Life in the **Herron School of Art and Design**. The center results from a shift in Herron's curriculum to place stronger emphasis on civic engagement and "real world" work experience for students. It actively seeks community partnerships and responds to requests for public art and design work. Clients have included the Indiana Pacers, the Indianapolis Motor Speedway, Clarian Health, the Eiteljorg Museum, the Buffalo Bill Historical Center in Wyoming, Prevent Child Abuse Indiana, and Celadon Trucking, among others. A Herron student, Jeffrey L. Fearin, also created the design for the governor's new Sachem Award, conferred for the first time this year on John Wooden and Father Theodore Hesburgh to honor them for a lifetime of excellence and public service.

Enhance civic activities, partnerships, and patient and client services locally, state-wide, nationally, and internationally

IUPUI strives to enhance collaboration with partners in Indianapolis, the state, the nation, and the world, to strengthen the quality and effectiveness of those partnerships, and to increase community access to campus resources. The highlights below illustrate the real impact of these efforts on the health and well-being of the communities we serve, as well as IUPUI's leadership in international service learning.

- In February, the **School of Medicine** IU-Moi University Program was awarded a $9 million federal grant from the President's Emergency Plan for AIDS Relief to expand its widely praised HIV/AIDS programs in Kenya, tripling the number of patients who will receive anti-retroviral drug treatments. The program, known as AMPATH (Academic Model for the Prevention and Treatment of HIV/AIDS), operates in collaboration with Moi University School of Medicine and Moi Teaching and Referral Hospital. With 18 clinical sites throughout western Kenya, AMPATH has the potential to save millions of lives across Africa. The IUPUI-Moi University Program plans to expand into other disciplines, from nursing to social services, enabling large numbers of students and faculty to

engage in extensive exchange and collaboration.

- Riley Hospital's "Safe Escape" program helps children in Indiana and across the nation get to safety when disasters strike. A new $1 million grant from the Department of Homeland Security, announced by the School of Medicine, will enable Riley to expand the program, which has developed a model to assist families in ensuring that disabled or special needs children can escape their homes in case of fire or other emergencies. The new funds allow a project team to create a comprehensive, up-to-date inventory of adapted products and related educational materials. These will include video demonstrations of the installation and use of Safe Escape products, including fire safety and emergency evacuation products. The demonstrations will be provided to children's hospitals nationwide and will also be available on the Internet for reference by families, medical and rehabilitation professionals, national children's organizations, insurers, and others. In addition, the Riley Hospital project team will work with the National Association of Children's Hospitals and Related Institutions to promote the Safe Escape Program to other national partners.

- Operation Walk is a group of over 50 medical professionals who spend a week each year in developing countries providing hip and knee replacement surgeries and videotaping the procedures to assist future practitioners. This year,

a student/faculty group from the School of Informatics and the School of Journalism traveled with Operation Walk to Havana, Cuba. The Informatics and Journalism participants created videos and photographs of surgeries and documented the progress of patients treated on a previous trip three years ago. Other participants developed a patient data management system that allows medical staff to collect data with wireless handheld units. The group also participated in a video conference that highlighted ways that the Internet2 Research Networks could advance collaboration among medical personnel in developing countries.

- The Mexican government has provided about $1 million to build a new vision care facility for the School of Optometry in Guanajuato, Mexico. While the school has operated a clinic in Guanajuato since 2000, the new facility will include an expanded clinic, along with an eyewear center, an edging laboratory, an ophthalmology office, and a surgical suite. Optometry students in their final year of study will have the opportunity to travel to Guanajuato for 12-week clinical rotations, giving them a unique clinical and cultural experience and enabling them to learn to conduct examinations in Spanish.

- In collaboration with the School of Nursing, the IU National Center of Excellence in Women's Health at the School of Medicine, the IUPUI Center for Service and Learning in the Office for Professional Development, and the

Indiana Minority Health Coalition, the **School of Library and Information Science** sponsored the first national conference on Health Information Literacy in March 2006 at the University Place Conference Center. Over 100 health information educators and managers from around the country convened to establish cooperative grant-seeking efforts to improve information literacy in healthcare fields.

- Rather than heading to the beach for spring break this year, many IUPUI students instead participated in IUPUI's Alternative Spring Break to provide help to those in need. For example, three dozen **School of Medicine** students, along with three faculty and staff members, worked with a local agency to help residents of Waveland, a small Mississippi coastal town, to clean up and rebuild their town. Waveland was among the towns hardest hit by Hurricane Katrina, which leveled most of the homes and killed nearly 50 town residents. Led by staff from the Office of Housing and Residence Life in the **Division of Student Life and Diversity**, IUPUI volunteers also helped raise $10,000 for hurricane relief efforts. Another service initiative brought 15 dental and dental hygiene students and four faculty members from the **School of Dentistry** to Mexico and Ecuador, where they provided comprehensive dental services to patients in remote areas. The trip was part of the dental school's annual spring break international service-learning program.

- **Enrollment Services** admitted and enrolled 48 students displaced from Louisiana and Mississippi universities by Hurricane Katrina.

- IUPUI has garnered extensive national recognition for its service learning programs in recent years. Now the campus is emerging as a leader in international service learning, a driving theme in IUPUI's study abroad programs. The addition of service learning to a traditional study abroad program enhances students' understanding of other cultures and increases their connection to the communities in which they are studying. The approach has been especially beneficial to IUPUI's many professional school students. To help other colleges and universities benefit from our experience with international service learning, the **Office of International Affairs** and the Center for Service and Learning in the **Office for Professional Development** joined forces with the International Partnership for Service Learning and Leadership to host a workshop titled "Engaging the World: Developing a Campus-Wide Approach to International Service Learning." Representatives of 34 higher education institutions nationwide attended the March 2006 workshop, which was designed to enable faculty and administrators to develop campus plans for international service learning programs.

- **School of Public and Environmental Affairs** (SPEA) faculty initiated a

new IUPUI study abroad program in Russia in May 2006. Ten intrepid SPEA students studied health care and hospital administration in Russia. A SPEA faculty member also received a grant from the International Research and Exchange Board to assess AIDS-related knowledge among middle and high school students and educators in rural Russia.

- The Center on Philanthropy in the School of Liberal Arts has become a leading national resource for information about charitable giving related to disasters. Disaster giving was the topic of more than 200 media requests fielded by the center over the past year. Center staff and faculty were interviewed by such media outlets as the Associated Press, ABC's World News Tonight, Business Week, the Chicago Tribune, the Christian Science Monitor, CNN's Anderson Cooper 360, National Geographic, NBC's Nightly News, The New York Times, NPR's All Things Considered, TIME, USA Today, and the Wall Street Journal. Despite widespread concern about "donor fatigue" after 9/11, the 2004 Asian tsunami, and Hurricane Katrina, research conducted by the center indicates that while some non-relief nonprofits may experience short-term downturns in donations after a disaster, for most organizations those effects do not last long.

- The School of Liberal Arts reports that the Center on Philanthropy established and provided several other notable services last year:

> A new Philanthropic Services Department offers education and services to individual philanthropists, faith communities, private foundations, and financial advisors.

> The center's Fund Raising School presented a workshop for 150 Chinese provincial officials attending a conference organized by Brigham Young and Georgetown Universities for the China Charity Federation.

> In collaboration with the School of Journalism, the center convened a Philanthropy and Media Summit aimed at creating a better understanding of the nonprofit sector within the media and better understanding of the role of the media among nonprofit leaders.

> The center's Third Millennium Philanthropy and Leadership Initiative (Millennium) sponsored the Association of Black Foundation Executives inaugural convening of the Connecting Leadership Fellowship Program. The fellowship aims to develop the next generation of philanthropic leaders and to increase philanthropic resources targeted to black communities. Millennium is funded by the W.K. Kellogg Foundation.

> Millennium is also working with the Youth Philanthropy Initiative of Indiana and Luther Consulting on a project that seeks to answer the following questions:

1) How can a community attempt to counter the "me-first" attitude and materialism that seem to pervade our culture? 2) How can the involvement of young people in communities work to break down barriers, both generational and socio-economic, to build trust? 3) What will encourage young people to choose to be philanthropists and professionals in the nonprofit sector tomorrow?

Intensify commitment and accountability to Indianapolis, Central Indiana, and the state

IUPUI works closely with the Indianapolis and Central Indiana communities to develop and implement a civic engagement agenda that addresses community needs and attracts wide participation from both campus and community. This section highlights initiatives in the economic clusters defined by the Central Indiana Corporate Partnership and the Energize Indiana Project, especially the health and life sciences cluster.

Health and Life Sciences

- The School of Dentistry, through its Office of Community Dentistry, has long been active in providing free dental care and other services to under-served patients in Indianapolis and statewide. Services and programs offered in 2005-2006 included:

> Dental and dental hygiene students in their final year of study worked with SEAL INDIANA, the school's mobile dental sealant program, to supply dental care at 160 sites throughout the state to almost 3,400 children from low-income families.

> Volunteer dentistry faculty and students administered examinations, referrals, and sealants to children in Indianapolis homeless shelters and domestic violence shelters.

> Dental students provided care to people from under-served communities through rotations at Cottage Corners Clinic, Grassy Creek Clinic, Riegenstrief Health Center, Wishard Dental Clinic, the Genessaret Clinic, and the Riley Hospital for Children Dental Clinic.

> Working with students from the Schools of Medicine and Nursing, dentistry students offered substance abuse education in the Indianapolis Public Schools through the Adolescent Substance Abuse Prevention Program.

> School of Dentistry students, faculty, and staff joined forces with Indianapolis area dentists, dental hygienists, and dental assistants to provide free dental care to under-served children during the American Dental Association's "Give Kids a Smile Day" on February 3, 2006. Now in its fourth year, the annual

event is held in conjunction with National Children's Dental Health Month. The IUPUI dental school serves as one of the primary treatment sites in Indiana and this year provided 56 children with free check-ups, fluoride treatments, sealants, fillings, and extractions.

> The Special Olympics State Games in Terre Haute was the site for dental screening and referral for 232 athletes. Faculty and alumni dentists provided free screening, while dental hygiene students fitted free mouth guards for the athletes.

> Throughout the academic year, fourth-year dentistry students furnish comprehensive dental services to developmentally disabled Goodwill Industries clients. This year, Goodwill Industries named the School of Dentistry, along with the Department of Physical Therapy in the **School of Health and Rehabilitation Sciences**, an Outstanding Community Partner of the Year in recognition of these contributions. This program is funded by the IUPUI **Solution Center**.

• The **School of Medicine** has won national recognition for its services to the Indianapolis community. The school continued to offer extensive community service in 2005-2006, including:

> The "Angels from the Heart Day" program, which assists elderly, low-income, and disabled homeowners in Indianapolis' near Southside, brought 50 medical students and 350 other community volunteers to the neighborhood in September 2005. The volunteers made repairs and improvements to 25 homes during the annual event, sponsored by Sacred Heart Church.

> For the eighth consecutive year, medical students and other health care professionals offered screenings and information at a health fair hosted by the Westside Community Health Center. Held on Saturday, October 15, 2005, the event coincided with National Primary Care Week.

> Medical school pediatric residents reached out to Indianapolis' growing Hispanic population through a call-in show, Preguntale al Pediatra ("Ask the Pediatrician") on 107.1 FM, Radio Latina. Spanish-speaking listeners, a population that has been under-served by traditional healthcare, can call with health questions and receive accurate information in their own language. The program promotes health for children and their families, while helping to teach pediatric residents the importance of using the media to promote public health.

> School of Medicine faculty and staff, in collaboration with the Wells Center for Pediatric Research, hosted 50 of Indiana's top high school students during the annual Molecular Medicine in Action Program in March 2006. The program seeks to

excite students about pursuing careers in science, raises public awareness of areas of excellence at Riley Hospital for Children and the medical school, and increases interaction between the school and Indiana's secondary schools and teachers.

> For the 15th consecutive year, School of Medicine students sponsored Evening of the Arts, a fundraiser for the city's medical clinics for the homeless and needy. Held in April, the event features vocal, instrumental, and dance performances by medical students and showcases student work in the visual arts. Proceeds help an estimated 1,000 people served by Wheeler Missions, Genessaret Free Clinic, St. Thomas Clinic, and Indianapolis homeless programs.

> County-by-county information on heath care services for Hoosiers is now readily available online through INHealth-Connect, a Web site and database created by librarians at the School of Medicine's Ruth Lilly Medical Library. The project is funded by The Library Partners of the Indianapolis Foundation, the Indiana State Library, and the Greater Midwest Region of the National Network of Libraries of Medicine.

• The ECCO Program helps thousands of under-served patients in the Indianapolis area by offering screenings, vision exams, surgical care, and general health care, along with educational programs.

Co-sponsored by the **School of Optometry** and the Department of Ophthalmology in the **School of Medicine**, the program is funded by the Anthem/Wellpoint Foundation and operates in collaboration with agencies throughout Indianapolis. The program will be presented with a national award by the American Public Health Association in November 2006.

• Students at George Washington High School learned about the importance of lifetime fitness during the Fit for Life Program that Physical Education students from the **School of Physical Education and Tourism Management** helped conduct as part of a service learning course in Exercise Science. The high school students received a series of health and fitness tests and then were assigned an IUPUI student as a personal trainer. The program aims to teach lifetime fitness habits to children and to improve the general health of the near Westside community.

• The Office of **Continuing Professional Development** in the **School of Education** is the coordinating partner with Indianapolis Public Schools' newly created Crispus Attucks Medical Magnet High School. Faculty and students at the high school are working collaboratively with education faculty, as well as faculty from the **Schools of Medicine** and **Informatics**, and a number of departments across campus, on developing curricula, engaging students in inquiry-based learning, and

creating ongoing learning opportunities for the entire Crispus Attucks community.

- With funding from the IU Foundation, Division of External Affairs staff have recast the appearance, circulation, and name of the IUPUI Alumni Magazine, which is now published in print and online as the IUPUI Magazine. A special issue in 2006 was focused on health and life sciences. Produced at least twice a year, the magazine is distributed to over 114,000 IUPUI graduates and 3,000 faculty and staff members.

- University Information Technology Services was a co-sponsor of the Indiana Health Industry Forum, "Indiana Health Innovention 2006." The event brought together speakers and participants from the state's health, academic, and commercial sectors for two days of sessions and exhibits on health industry topics, including life sciences, drug development, and intellectual property.

Information and Communication Technologies

- The PercepTable, a new technology developed by the Pervasive Technology Labs, is an easy-to-use display station, especially well suited for interacting with geographical information, such as streets and landmarks. University Information Technology Services reports that an exhibit at the Indiana State Museum uses the PercepTable to demonstrate how watersheds link one part of Indiana to another. "Watching Your Watershed" was created by the Center for Earth and Environmental Science in the School of Science and the Pervasive Technology Labs to show how scientists monitor water quality and stream flow in Central Indiana watersheds. The exhibit is part of the Discovering the Science of the Environment Program, which aims to interest young people in scientific inquiry and in careers in science, engineering and technology.

- Threats and attacks in cyberspace continue to rise in frequency, severity, sophistication, and impact. They compromise intellectual property and institutional data, disrupt critical systems, and deplete fiscal resources. To help academic, governmental, and nonprofit institutions meet the challenge of cybersecurity, University Information Technology Services helped organize and sponsor the third annual Indiana Higher Education Cybersecurity Summit at IUPUI, bringing together information security professionals from Indiana's public universities and colleges and other institutions to share best practices, trends, and innovations in information assurance.

- The Statewide Digital Ortho-photography Program will help Indiana to boost emergency management, planning, and security across Indiana. The first-of-its-kind program, managed by University Information Technology

Services in partnership with the Indiana Geographic Information Council, provides seamless, high-resolution, color aerial photography for all of the state's 92 counties. Counties will use the imagery to support homeland security, emergency management, and other business and government applications. The program's goal is to create—through an integrated, complementary, and interoperable geographical information system—a current, accurate, statewide, seamless map at significantly reduced costs over county-by-county data collection.

- The **Division of External Affairs** hosted 10 "Tech Tuesday" seminars on the IUPUI campus, attracting over 250 participants from business, government, and the nonprofit sector.

Advanced Manufacturing

- The **School of Engineering and Technology** is taking an aggressive approach to helping educate future generations of engineers who can contribute to the state's efforts to promote advanced manufacturing. As part of these efforts, the school hosted the second annual statewide Project Lead the Way Student Conference in February 2006 at IUPUI. Project Lead the Way is a national nonprofit organization that provides schools with pre-engineering curricula, software, and teacher training with the goal of addressing the nation's need for an expanding supply of engineering professionals. Sponsored by the Indiana Department of Education, the conference, attended by more than 250 Indiana middle and high school students, featured hands-on engineering technology projects and short presentations. In addition to hosting the conference, IUPUI grants college credit to students who have successfully completed Project Lead the Way courses in high school and offers $1,000 scholarships to those students who enroll in the School of Engineering and Technology. Faculty members from the school have also provided teacher training and curriculum development for the program.

21st Century Logistics

- The **School of Public and Environmental Affairs** reports two major initiatives funded by the city and the state to advance efforts in 21st Century Logistics:

  > Developing a plan for continuing the city/county government in the event of catastrophic emergency is the focus of a project led by the Center for Urban Policy and the Environment. The project is funded by the City of Indianapolis Office of Emergency Management.

  > The Indiana Department of Transportation is supporting the I-69 Community Planning Program, which aims to provide planning and

other technical assistance to Indiana communities along the proposed route for the extension of I-69.

Arts, Culture, and Tourism

- The massive renovation of University Place Conference Center and Hotel, overseen by the Office of Auxiliary Services in the **Division of Administration and Finance**, was completed in March 2006. The updated facility brings award-winning design and service to the IUPUI campus and the Indianapolis community and is expected to lure more conferences and travelers to the city. Features of the redesigned center include a complete renovation of the hotel's lobbies and 278 guest rooms, remodeling of the three restaurants, a fitness center, and redesign of the special event spaces. High-speed wired and wireless Internet access are available throughout the complex.

- The first annual Indiana Cultural Tourism Conference was offered by the **School of Physical Education and Tourism Management** in May 2006. Supported by a grant from the Central Indiana Community Foundation Effroymson Fund, the conference brought together cultural tourism and hospitality specialists, political decision-makers, travel professionals, faculty members, and tourism consultants in a forum for exchanging ideas and networking to advance cultural tourism in Indiana.

- **The School of Music program** at IUPUI continued to offer public performances and workshops that were attended by 23,000 members of the Indianapolis community this year. Highlights included:

  > Fifteen faculty recitals.

  > Sixteen student ensemble concerts featuring the IUPUI University Choir, the IUPUI Jazz Band, the Urban Percussion Ensemble, the IUPUI Pep Band, the Flute Choir, the IUPUI Guitar Ensemble, and the IUPUI Chamber Ensemble.

  > Three "Young Artist Recitals" funded and sponsored by the program.

  > Internet2 virtual recitals and master classes.

  > Four "Music on the Canal" concerts, featuring School of Music program faculty and students at the Indiana Historical Society Plaza.

  > The Technology Institute for Music Educators, which offers introductory courses to teach music teachers to use music technology.

  > A "Start the Music" workshop for pre-school and primary school teachers.

> The IUPUI Music Academy, which taught over 500 children and adult learners, including under-served students in the Indianapolis Public Schools.

• *Budget Travel* magazine named Camp Brosius, the outdoor education center for the **School of Physical Education and Tourism Management**, one of the country's top 50 family camps.

• "Heritage Spectrum" is a unique art exhibit on display at the Indiana State Museum's Legacy Theater. The paintings, sculptures, videos, and other works were created by students in the **Herron School of Art and Design's** Spectrum Group, a forum for ethnic minority students to develop exhibition and outreach opportunities. Opened in April 2006, the exhibit will be available through January 2007.

• Never-before-seen paintings by musician John Mellencamp were on exhibit in the Herron Galleries at the **Herron School of Art and Design** from November 2005 through January 2006. The exhibit, *John Mellencamp/Paintings,* included 27 new paintings that combine Mellencamp's interests in portraiture, expressive form, and sociopolitical activism.

• The **School of Science** once again sponsored its Scientist's Apprentice Camp, which offers middle school students the opportunity to spend a week at IUPUI exploring biology, chemistry, environmental science, and forensic science with IUPUI faculty members and students. The camp features hands-on participation in scientific research and aims to spark students' interest in science careers.

• **University Information Technology Services** reports that "Discovering the Science of the Environment" is a new environmental education program developed by the Center for Earth and Environmental Science in the **School of Science** and the Visualization and Interactive Spaces Lab, part of Pervasive Technology Labs. Targeted to 8-14-year-old children, families, the general public, and educators, the program aims to develop scientifically and technologically skilled students who are engaged in scientific inquiry and interested in science, engineering, and technology careers. Program leaders also hope to empower teachers and other environmental education providers to enhance science literacy in Indiana through training, materials, and support for program adoption and delivery, with an emphasis on hands-on activities and experimentation. Support for the program, which began in Summer 2006, is provided by Veolia Water Indianapolis, Eli Lilly, the Nina Mason Pulliam Charitable Trust, and Dow Agrosciences.

• **University College** continued to sponsor the IUPUI Upward Bound (UB) Program, serving over 140 students from groups that have historically underachieved in postsecondary education. The program prepares

students for college through a campus residential experience, college tours, classes, tutoring, mentoring, and college readiness information sessions. In 2006, approximately 93 percent of UB seniors graduated from high school; the majority plan to attend college. One student, Sonya Anaya, was valedictorian of her class at Northwest High School. The six-week residential component at IU-Bloomington provides about 100 students with the opportunity to live on campus and take classes designed to prepare them for college. The on-campus experience strengthens students' confidence about navigating a college campus.

to explore college and career possibilities, and training in social skills. ESP! staff are currently working with 25 college-age foster youths attending IUPUI, Ivy Tech, and the University of Indianapolis, as well as 22 middle and high school students.

Nonprofit Organizations

- In partnership with the Marion County Department of Child Services, University College has won a $900,000 grant from the Lumina Foundation for Education to collaborate with community agencies in serving the unique educational needs of youths in the county's foster care system. The goal of the Educational Success Program! (ESP!) is to increase the number of foster youths who complete high school, continue to post-secondary education or training, and become self-sufficient. Foster youths aged 14-24 are given educational and vocational assessments to determine their strengths and interests and then linked to appropriate college readiness initiatives and funding sources. An annual Summer Institute provides academic remediation, opportunities

International House

The IUPUI International House was founded in 1991 as a cross-cultural living-learning community dedicated to international understanding. It brings together students from many different countries—including the United States—to live alongside each other, share perspectives and experiences, and find common ground.

Best Practices

IUPUI has long been committed to using effective, innovative practices to assure high-quality service to students and society in all aspects of our mission. Over the past two years, campus faculty members and administrators have developed and evaluated a set of specific goals in the area of best practices, with leadership from the Office of Planning and Institutional Improvement. This section highlights these goals and provides examples of related initiatives and activities.

"The partnerships between diverse fields and disciplines will prepare young people for entry into the multi-disciplinary careers that already are emerging, and that will continue to grow in importance in the years to come."

"Traditionally, biology has been so complex that it has been as much an art as a science. But because of our technological advances, we're on the verge of a significantly greater understanding of our biological systems."

David Wolf, NASA astronaut and 1982 graduate of the
School of Medicine

Conduct effective planning and improvement processes

Planning processes should define desired outcomes and improvements and engage and respond to stakeholders. Outcomes of planning and its implementation should be regularly evaluated and plans revised, when appropriate.

Enrollment Services worked with academic units to develop informed enrollment projections for 2006-2010, as well as estimates of enrollment capacity and optimal size. This effort will be repeated annually with the goal of providing increasingly accurate and useful information for planning and coordination at the school and campus levels, helping the campus to make more effective decisions about where to invest recruitment resources.

Enrollment Services provided leadership for IUPUI's Enrollment Management Council. The council is charged with developing and implementing a sustained, systematic, campus-wide process to manage enrollment through data-based plans that match unit goals with campus mission, coordinate enrollment activities across units, monitor progress, and adjust plans as state and community needs evolve.

Administration and Finance staff completed a study of the effects of deferred maintenance in each campus building. The study will inform planning for stewardship and management of facilities. Division units also studied opportunities for collaboration, focusing on improved service, efficiency, blending of like processes, more effective technology investments, outsourcing, and cost-reduction and reallocation. Several services have been outsourced: for example, distribution of parking permits is managed by an outside service, resulting in more rapid service delivery and reduced staffing demands; and College Assist provides a telephone service center that has dramatically increased student access to services, especially during the busiest times of the year.

The Economic Model Office in **Planning and Institutional Improvement** provided economic models designed to enhance planning and budgeting for five departments as an element of academic and administrative program reviews. The office also consulted on the model with four additional schools.

Provide good stewardship of resources

Good stewardship includes use of ethical and socially responsible policies and practices, efforts to enhance and diversify revenue streams, and allocation of faculty and staff positions to ensure a balance of quality and cost.

IUPU-Columbus raised significant funds through its "Bold Aspirations: The Campaign for IUPUC" campaign. As of March 1, 2006, the campaign had reached

its goal of $4 million. Funds will be used for scholarships, new degree programs, and facility improvements. Meanwhile, Cummins, Inc. conducted an unprecedented Campaign for IUPUC among its employees and retirees in southern Indiana. The Cummins Foundation is matching all gifts on a two-to-one basis—a strong endorsement of IUPUC's vision and role in its region.

The **Community Learning Network** grossed over $206,000 of revenue, a 36 percent increase over the previous year, from contract training provided to government, businesses, and nonprofit organizations. Clients included Kroger, Baxter YMCA, the State Vocational Education Department, the Indiana Blood Center, Wiley Publishing, and Administar, among others. Expenses for these activities remained constant.

Respond to and manage expectations of stakeholders

The university should strive to be responsive to the needs and expectations of both external and internal stakeholders.

Student self-service processes were expanded in 2005-2006, the first complete year of operation with the new Peoplesoft system, reports **Administration and Finance**. For example, students can access online self-services through the OneStart portal, developed by **University Information Technology Services**. The portal provides a streamlined, common "front door" to online services, including registration, unofficial transcript information, and financial transactions, e-mail, library searches, and more. OneStart also allows students to link to the new Student Information System (SIS) implemented by **Enrollment Services**. SIS enables students to move easily through the admissions, enrollment, and financial aid processes, all online. OneStart includes a Web-based calendar that allows users to merge class schedules, personal appointments, university events, and more. Group calendars enable groups and organizations to view and organize events. Online services are available to faculty and staff through OneStart as well. As more applications convert workflow processes to OneStart Workflow and E-Docs, standard university business processes will become increasingly streamlined.

Enrollment Services helped to create the new admissions status check process, which allows students to determine where they are in the admissions process. This service, along with others, is available through the new Enrollment Center Web site. Another new Web site and data base are targeted to students interested in returning to school. The division has also improved the speed and timeliness of distribution of financial aid to students and developed an Enrollment Counseling Survey for prospective students who visit the Enrollment Center and meet with a counselor. The intent of the survey is to determine whether the counseling met the student's expectations; feedback will be used to improve counseling sessions.

Enrollment Services has developed a Communications Plan to track information sent to students and faculty. The Enrollment Management Council is also working to coordinate communications with students among Enrollment Management, the academic units, and the Office of Communications and Marketing in the Division of External Affairs.

Provide effective human and physical resources to further the mission of the institution

The university should maintain and efficiently utilize appropriate space to support its mission and goals, organize units to achieve their missions efficiently and effectively, and provide technology and other resources needed to carry out its functions.

Enrollment Services, working with the Learning Environments Committee and academic units, developed new standard class time modules for Fall 2006 that will provide an additional daytime class period. The additional period will promote better utilization of classroom space and allow students to fit in more of the classes they need. With the addition of an "early bird" time period at 7:30 a.m. and a slightly later start to evening classes, traffic congestion on campus should also be reduced during the morning and evening rush hours.

The Office of Research and Sponsored Programs merged two of its divisions, Sponsored Programs Administration and Corporate Contracts Administration, to form Sponsored Research Services (SRS) under a single director. The office is currently studying the possibility of organizing SRS staff into teams focused on individual schools and departments.

The School of Dentistry converted to a new centralized and standardized clinical information and management system. Students use the system chairside to document patient treatment and care electronically. The system provides significant benefits, including: improved access to information and reporting capabilities; enhanced research opportunities and outcome assessments; streamlined billing and collection efforts; operating efficiencies; increased security for patient information; the ability to implement a complete electronic patient record; and overall enhancement of student-patient care and educational value.

Staff in Human Resources in Administration and Finance and Planning and Institutional Improvement have led or participated in 35 Accelerated Improvement Process (AIP) efforts. These activities have increased the effectiveness of classes, admission processes and recruitment, and career planning.

Relationships among members of a medical team, between patients and caregivers, and between patients' families and medical

teams are crucial to effective health care and patient satisfaction with that care. In January 2006, the Regenstrief Institute Inc. hosted nearly 100 of the nation's top scientists at an interdisciplinary conference to discuss research on Relationship-Centered Care. The conference grew out of an initiative by the School of Medicine and the Regenstrief Institute that has been studying ways to incorporate Relationship-Centered Care into the school's curriculum. Funded by the Fetzer Institute, the Relationship-Centered Care Initiative aims to teach medical students to focus on their interactions with patients, families, and other caregivers as they deliver medical care—that is, to train future physicians to provide care based on the same principles as the old-fashioned "bedside manner."

Communicate and manage reputation

The institution should strive to inform stakeholders about its activities and to effectively market its services both internally and externally.

The Division of External Affairs reports that more than 8,000 newspaper stories mentioning IUPUI appeared in 175 newspapers around the state and that 28.5 million people saw television or heard radio stories about IUPUI. The advertising equivalent of these stories is well over $15 million.

The Kelley School of Business partnered with the Greater Indianapolis Chamber of Commerce to design a new marketing program entitled "Main Street." The goal is to improve the school's name awareness among small- and medium-sized enterprises in Central Indiana. The school draws about half of its Evening MBA Program students from such enterprises.

External Awards and
Appointments

This section provides a sampling of external recognition received by IUPUI faculty and students in our three main mission areas of Teaching and Learning; Research, Scholarship, and Creative Activity; and Civic Engagement.

"Fit for Life doesn't require try-outs, which intimidates some kids. It's for anyone who wants to exercise and receive the same kind of attention as athletes receive."

Nicole Keith, Assistant Professor, Department of Physical Education, School of Physical Education and Tourism Management

Teaching and Learning

Professor Sara Horton-Deutsch, DNSc, RN of the School of Nursing received the 2006 Visionary Leadership for Psychiatric-Mental Health Nurses Education Award from the International Society for Psychiatric-Mental Health Nurses.

In honor of her outstanding contributions to nursing and health care, Professor Pamela R. Jeffries, DNS, RN of the School of Nursing was inducted into the American Academy of Nursing. Jeffries is well known for her use of innovative technology to help students develop clinical problem-solving skills in nursing education.

Two recent graduates of the School of Informatics received a Webby Award this year. The two students, Chris Podell and Zachary Shields, received the "People's Voice Award" for their Web site "Not Seen Not Heard" in the tenth annual Webby Awards (Student Category) competition, sponsored by the International Academy of Digital Arts and Sciences. The Webby Awards, dubbed "the Oscars of the Internet" by the *New York Times*, is an international contest honoring excellence in Web design, creativity, usability, and functionality. The students' Web site, created as a capstone project, is an online story about remote Indonesian islands still awaiting disaster relief more than a year after the December 2004 tsunami.

Professor Jean Preer of the School of Library and Information Science has won the 2006 National Teaching Excellence Award of the Association of Library and Information Science Educators (ALISE). ALISE is the association for educators from major library science graduate education programs. Only one educator each year is granted the award, which is based on mentoring, curricular leadership, instructional innovation, and professionalism.

Head Women's Swimming Coach Jim Shuck, Head Men's Basketball Coach Ron Hunter, and Head Women's Basketball Coach Shann Hart were named Mid-Continent Conference Coaches of the Year. Hart was also selected as Black Coaches Association National Women's Basketball Coach of the Year. IUPUI women's tennis player Mallory Stemle won conference Player of the Year honors.

Associate Dean Susan Sutton of the Office of International Affairs was elected to a three-year term on the Executive Committee of the Association of International Education Administrators.

A former Deputy Mayor of Indianapolis, Professor John L. Krauss, Director of the Center for Urban Policy and the Environment in the School of Public and Environmental Affairs and adjunct professor in the School of Law, was elected Chair of the Indiana Supreme Court's Commission on Continuing Legal Education.

Research, Scholarship, and Creative Activity

School of Medicine faculty served in many leadership positions and won numerous awards in their areas of specialization, including:

> Professor Richard T. Miyamoto, M.D. is serving in four leadership positions: President-Elect of the American Academy of Otolaryngology-Head and Neck Surgery and its foundation; President of The Centurions of the Deafness Research Foundation; President of the Otosclerosis Study Group; and President–Elect of the Association of Academic Departments of Otolaryngology-Head and Neck Surgery.

> The American College of Chest Physicians selected Professor Praveen Mathur, MBBS, FCCP as a Distinguished Fellow.

> Professor Richard Sidner, Ph.D. received the 2005 Elwert Award in Medicine. The award includes a one-year grant that will enable Professor Sidner to pursue his research interests in B-cell immunology and transplant immunology.

> Cardiology Professor Harvey Feigenbaum, M.D. was named a Distinguished Scientist by the American Heart Association. The designation recognizes association members who have made major research contributions to the understanding of heart disease and stroke.

> Professor Andrew Chambers, M.D. received the American Psychiatric Association/AstraZeneca Young Minds in Psychiatry International Award. The annual award supports innovative research in psychiatry by young physician scientists.

Professor Janis Gerkensmeyer, Ph.D., RN of the **School of Nursing** received the 2005 Research Award from the International Society of Psychiatric-Mental Health Nurses.

The Association for Research on Nonprofit Organizations and Voluntary Action selected Professor Kirsten Gronbjerg of the Center on Philanthropy in the **School of Liberal Arts** as winner of the 2005 Award for Distinguished Achievement and Leadership in Nonprofit and Voluntary Action Research. The award recognizes lifetime achievement and sustained contributions to the nonprofit and volunteer action research field.

Professor Eleanor Kinney of the **School of Law** served as Chair of the American Bar Association Section on Administrative Law and Regulatory Practice.

School of Public and Environmental Affairs

Professor James Perry was named a Senior Fulbright Scholar and will receive support for teaching and research in South Korea during the 2006-2007 academic year.

Professor Zhongmin Shen of the Department of Mathematical Sciences in the **School of Science** served as Program Director for the Division of Mathematical Sciences, Directorate for Mathematical and Physical Sciences at the National Science Foundation during the 2005-2006 academic year and will continue in this role through 2006-2007.

Civic Engagement

Faculty members from the **School of Nursing** were selected this year for a wide range of civic engagement honors and professional leadership positions, including:

> Former University Dean of the **School of Nursing** Angela Barron McBride, Ph.D., RN, FAAN has received two achievement awards: an Indiana Women of Achievement Award from Ball State University and a Lifetime Achievement Award from the Association of Fundraising Professionals, Indiana Chapter. The awards recognize her distinction in health education leadership and nursing and philanthropy, respectively.

> Professor Lillian Stokes, Ph.D. RN, FAAN, Director of the **School of Nursing's** Diversity and Enrichment Program, has been elected President of the national Chi Eta Phi Sorority, Inc. The sorority is a professional association for registered professional nurses and student nurses who represent diverse cultures and ethnic backgrounds.

> Indiana's premier health award, The Tony and Mary Hulman Health Achievement Award, was conferred on Professor Anne Belcher, DNS, RN, PNP in the field of Preventive Medicine and Public Health for her exemplary contributions to the citizens of Indiana and the nursing profession.

> Professor Rose M. Mays, Ph.D., RN, FAAN received a 2006 Hoosier Heritage Lifetime Achievement Award from the Heritage Place of Indianapolis, Inc. in recognition of her longtime community activism. An Associate Dean of the school's Center for Community and International Affairs, Mays also was appointed by Governor Daniels and State Health Commissioner Judith A. Monroe, M.D. to the Interagency State Council on Black and Minority Health.

> The Indiana Nursing Workforce Coalition has elected Professor Donna Boland, Ph.D., RN to a two-year term as President of the Indiana Nursing Workforce Coalition.

> A BSN graduate of the school, Dave Hanson, currently the Advanced Practice Nurse for Cardiovascular Surgery at Clarian, has been elected President of the American Association of Critical Care Nurses.

School of Medicine faculty were also lauded for civic engagement achievements in the past year:

> Fifty faculty physicians who practice at Wishard Health Services, Roudebush VA Medical Center, and Clarian Health Partners were recognized as top specialists in their fields in the 2005 issue of *America's Top Doctors*.

> Eighteen cancer specialists at IU Hospital and Riley Hospital for Children were profiled in the 2005 edition of *America's Top Doctors for Cancer*.

> Pediatrics Professor and Director of the Riley Hospital Section of Neonatal-Perinatal Medicine James Lemons, M.D. was named the 2005 March of Dimes Medical Honoree for the Indiana Chapter.

> Pediatrics Professor Marilyn Bull, M.D., a developmental pediatrician at Riley Hospital for Children, received one of three national awards presented by Castle Connolly Medical Ltd. for Physician of the Year.

> Professor Rafat Abonour, M.D., the school's Associate Dean for Clinical Research, was named this year's Health Care Hero by *Indiana Business Journal*. He was recognized in the physician category for outreach to his myeloma patients and for his Miles for Myeloma run in October 2005 to raise funds for myeloma research.

Professor Rafael Bahamonde of the **School of Physical Education and Tourism Management** was elected to a two-year term on the Board of Directors of the International Society of Sports Biomechanics.

The first national award for university provosts has been created to honor the national civic engagement leadership of William M. Plater, who stepped down this year as Executive Vice Chancellor and Dean of the Faculties. Developed by the American Association of State Colleges and Universities (AASCU) and IUPUI, the national award will be given annually to a chief academic officer of an AASCU institution who demonstrates exceptional leadership in civic engagement. Fittingly, Dr. Plater was the first recipient of the award. Among his many notable civic engagement achievements were: founding IUPUI's Center for Service and Learning, one of the nation's leading centers of its kind; establishing one of the largest community service scholarship programs in the U.S.;

creating the Office of Neighborhood Partnerships, which has developed a 10-year partnership with WESCO; hosting Indiana Campus Compact on the IUPUI campus; and creating academic appointments recognizing the civic engagement contributions of community collaborators, as well as faculty members.

Former Dean of the School of Law Norman Lefstein was named "Champion of Indigent Defense" by the National Association of Criminal Defense Lawyers in recognition of his outstanding efforts to improve local, state, and federal systems that provide court-appointed attorney services for the poor.

School of Business Professor Marjorie Lyles was appointed to the Indiana Economic Development Corporation's International Development Advisory Board as a founding member.

Ellen Poffenberger, IUPUI Assistant Vice Chancellor for Human Resources in the Division of Administration and Finance, has been elected the first President of the Indiana Chapter of the College and University Professional Association for Human Resources.
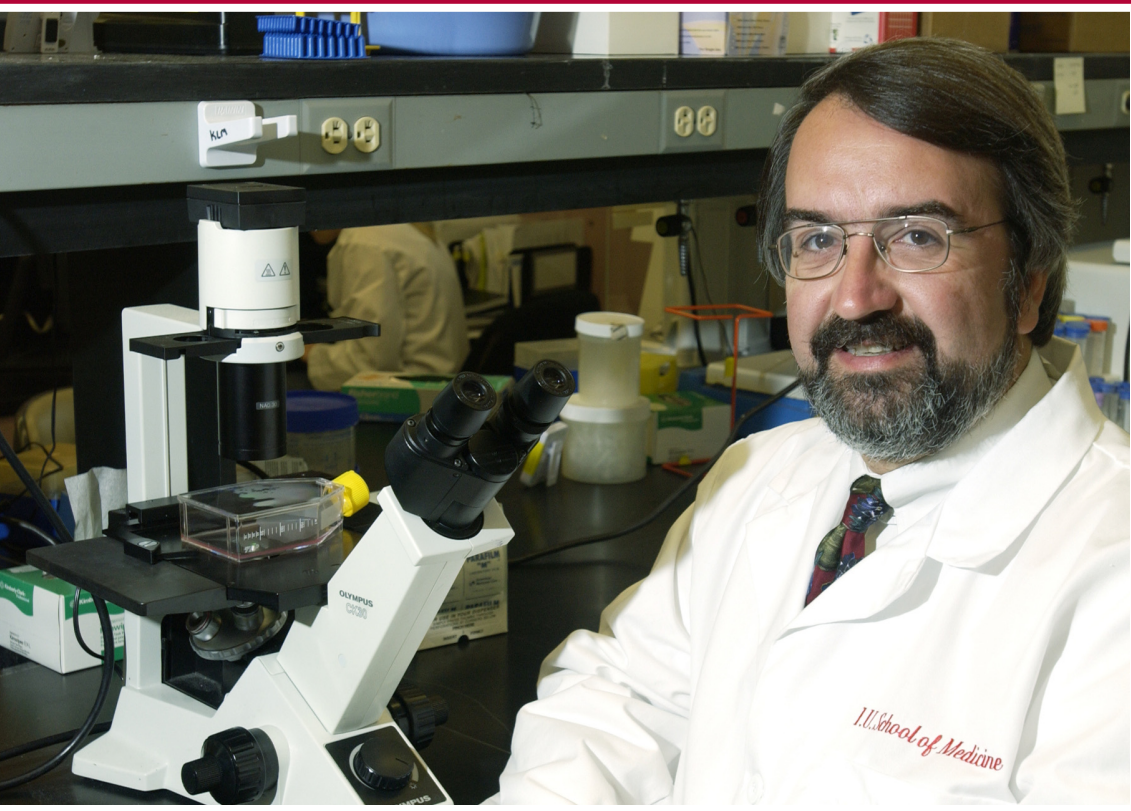
Performance Indicators
and Progress on
Key Indicators
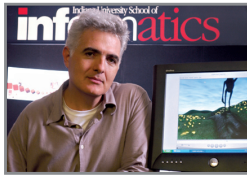
Performance indicators have been an integral part of IUPUI's accountability practices for the past ten years. Since 1996, campus performance indicators have been published as part of the annual *IUPUI Performance Report.* Over the past several years, the indicators have been substantially revised in parallel with refinement of the campus mission, vision, values, and goals.

The current version of IUPUI's performance indicators has been developed with extensive input from a broad range of faculty, staff, and members of our local community. Each year, review panels are convened to evaluate IUPUI's progress in each indicator area using the following scoring rubric:

Either at an acceptable level or clearly heading in the right direction and not requiring any immediate change in course of action. Continuing support should be provided to sustain momentum in these areas.

Not at an acceptable level—either improving, but not as quickly as desired, or declining slightly. Strategies and approaches should be reviewed and appropriate adjustments implemented to reach an acceptable level or desired rate of improvement.

Our current status or direction of change is unacceptable. Immediate, high-priority actions should be taken to address this area.

Not yet reviewed.

Current Status

This year, we moved closer to our goal of developing and gathering sufficient data to support evaluation of all of our performance indicators. For the first time, we have been able to evaluate our "Excellence in Research, Scholarship, and Creative Activity" and "Best Practices" indicators, all of our "Excellence in Civic Engagement" indicators, and all of the indicators for "Attract and support a well-prepared and more diverse student body," one of our "Excellence in Teaching and Learning" goals. In addition, we have begun evaluating the indicators for our professional and graduate programs; we hope to have all of these indicators evaluated in next year's Performance Report. To view the data used to determine indicator ratings, please see the Performance Indicators section of the Web version of this report at www.iport.iupui.edu.

Core Mission Activities

Teaching and Learning

Attract and Support a Better Prepared and Diverse
Student Population

While efforts to improve the entering qualifications of new students have met with some success, these improvements have not to date translated to higher overall retention and graduation rates. Minority graduation rates, in particular, continue to lag behind those of majority students. The lack of improvement in retention and graduation figures over the past few years suggests that expanded academic support services and programs are either less effective than we had hoped or are not reaching the students who need them most.

- Entering qualifications of new freshmen
- Academic success of new students
- Recruitment and enrollment of a diverse student body
- Retention and graduation of a diverse student body
- Effectiveness of student support services

⬡ Alignment of enrollment with campus capacity and community needs

⬡ Support and Enhance Effective Teaching

The data used to evaluate success in this area show stable levels of faculty participation in professional development opportunities related to teaching and learning and effective use of technology to improve teaching and learning. A growing number of schools and departments are employing sophisticated methods for assessing learning and many are using the results to inform curricular improvements.

⬡ Institutional priorities for teaching development and practices

⬡ Development of technology-based and technology-assisted teaching capacities

⬡ Engagement of students, through the curriculum and co-curriculum, in learning about their own and other culture and belief systems

⬡ Use of assessment results to support and enhance effective teaching and student learning and course and curriculum changes

⬡ Enhance Undergraduate Student Learning and Success

Current evidence shows that IUPUI has substantially improved the learning environment and that graduating students have the knowledge and abilities they need to succeed. Students are also successful in finding jobs after graduation. Nonetheless, continuing low retention and graduation rates indicate a need for immediate action.

⬡ Demonstration of students' general education and major-specific learning outcomes

⬡ Quality of the learning environment

◆ Student academic progress and achievement

◆ New graduates' success in finding suitable employment or pursuing further education

⬡ Provide Effective Professional and Graduate Programs

IUPUI educates more graduate/professional students than any Indiana campus and continues to experience growing enrollments in graduate and professional programs. New interdisciplinary programs, especially in health-related areas, are geared to meeting community needs and fulfilling our mission as Indiana's urban research and academic health sciences campus. We are working on improving and increasing available data for the indicators in this category and expect to be able to evaluate all of them for next year's Performance Report.

◆ Demand for program admissions

◇ Quality of graduate and professional programs

◇ Student success and achievement

◆ Development and support of programs that fulfill community needs

Research, Scholarship, and Creative Activity

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

Continued growth in external research income and in new externally funded projects and centers that will contribute to the economic development, health, and vitality of Central Indiana suggests that IUPUI is on its way to achieving its target of doubling research by 2010.

- Productivity of research, scholarship, and creative activity

- Quality of research, scholarship, and creative activity

- Impact of research, scholarship, and creative activity

- Diversity in research, scholarship, and creative activity

Provide Support to Increase Scholarly Activity and External Funding

IUPUI encourages faculty efforts to obtain external funding through professional development and other forms of support for faculty research and grant proposal writing. Improvements in these support efforts over the past several years will help keep us on track to continue recent growth in research income.

- Faculty time available for developing research and scholarly activities

- Funding resources for research and scholarship development

- Faculty development opportunities for research and scholarship development

- Effectiveness of support services for faculty research and scholarship

Enhance the Infrastructure for Research and Creative Activity

New facilities for health and life sciences research and collaboration, combined with advances in information technology capacity, are substantially expanding our infrastructure to support cutting-edge research and creative activity.

- Space and equipment for research, scholarship, and creative activity

- State-of-the-art information resources and technologies

- Improved human resources policies and procedures for staffing research and scholarly activities

- Perceived quality of the environment for research and scholarly activities

Civic Engagement

- Enhance Capacity for Civic Engagement

New resources, increasing national recognition, and enhanced collaboration with the Indianapolis community have strengthened the infrastructure for civic engagement. External grant funding for civic engagement programs increased to over $81 million in 2005-2006, compared with about $51 million in 1998-99. In addition, the Chancellor's doubling initiatives and funding from the IU Commitment to Excellence program have created new opportunities for students and faculty alike to be engaged with the community.

- Advocacy and support for civic engagement in all aspects of institutional work

- Internal resources and infrastructure for civic engagement

- External funding for civic engagement

- Documented quality and impact of civic engagement activities

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

This year saw major progress in our efforts to increase the number of campus partnerships with organizations in Indianapolis, the state, the nation, and the world. The number of service learning classes, in which students serve community agencies as part of an academic course, tripled over the previous year, while the campus added over 100 new community agencies partnering with us in service learning initiatives. The expansion of the IUPUI-Moi University partnership, the growth of the Alternative Spring Break program, and the development of new partnerships for national and international service and service learning, especially in health and life sciences, is providing exciting learning opportunities for both students and faculty and enabling IUPUI to extend its civic engagement mission across state and national borders.

Academic community-based learning opportunities offered in various settings

Community-based research, scholarship, and creative activities

Professional services to local, state, national, and global communities

Participation in community service at local, state, national, and global levels

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

Campus-community collaboration in the development of IUPUI's civic engagement agenda in Indiana is improving, but is not yet as extensive or effective as we would like it to be. Similarly, while the number of students and faculty involved in civic engagement through service learning grew substantially this year, we see potential for more widespread campus involvement in civic engagement activities.

- Community participation in the development, implementation, and evaluation of IUPUI's civic engagement

- Campus participation in the development, implementation, and evaluation of IUPUI's civic engagement

- Regular forums on the campus-community agenda for Indianapolis, Central Indiana, and the entire state

- Contributions to the climate for diversity in Indianapolis, Central Indiana, and the entire state

Campus Climate and Effectiveness

Diversity

IUPUI strives to incorporate diversity into all aspects of its mission. Thus, many of our diversity indicators are also indicators in our core mission areas of teaching and learning, research, scholarship, and creative activity, and civic engagement. Our performance on these indicators has been mixed; improving retention and graduation rates for minority students continues to pose serious challenges, as does recruiting a faculty that reflects the diversity of our region. Surveys indicate that, even among minorities, perceptions of the campus climate for diversity are widely divergent.

- Recruitment and enrollment of a diverse student body

- Retention and graduation of a diverse student body

- Engagement of students, through the curriculum and co-curriculum, in learning about their own and other culture and belief systems

- Diversity in research, scholarship, and creative activity

- Contributions to the climate for diversity in Indianapolis, Central Indiana, and the entire state

- Recruitment, development, and support of diverse faculty and staff

- Engagement of the campus community in global issues and perspectives

- Student, faculty, and staff perceptions of the campus climate for diversity

Best Practices

Urban public universities have unique student and stakeholder needs. IUPUI seeks to meet those needs by systematically assessing and improving the efficiency and effectiveness of our services. We aim to plan effectively, measure progress, respond to stakeholder needs, and use human and physical resources efficiently and responsibly. During the past year, we began to collect and analyze institution-wide "best practices" data systematically; the results of our analysis appear below. The data suggest that, for the most part, we are achieving our best practices goals; however, we identified needs to involve all groups of stakeholders more fully in planning and improvement processes, to continue to seek out alternative revenue streams, and to improve diversity efforts and results.

- Effective planning and improvement processes

- Stewardship of resources

- Responsiveness to/management of stakeholder expectations

- Effectiveness of human and physical resources

- Reputation management and communication
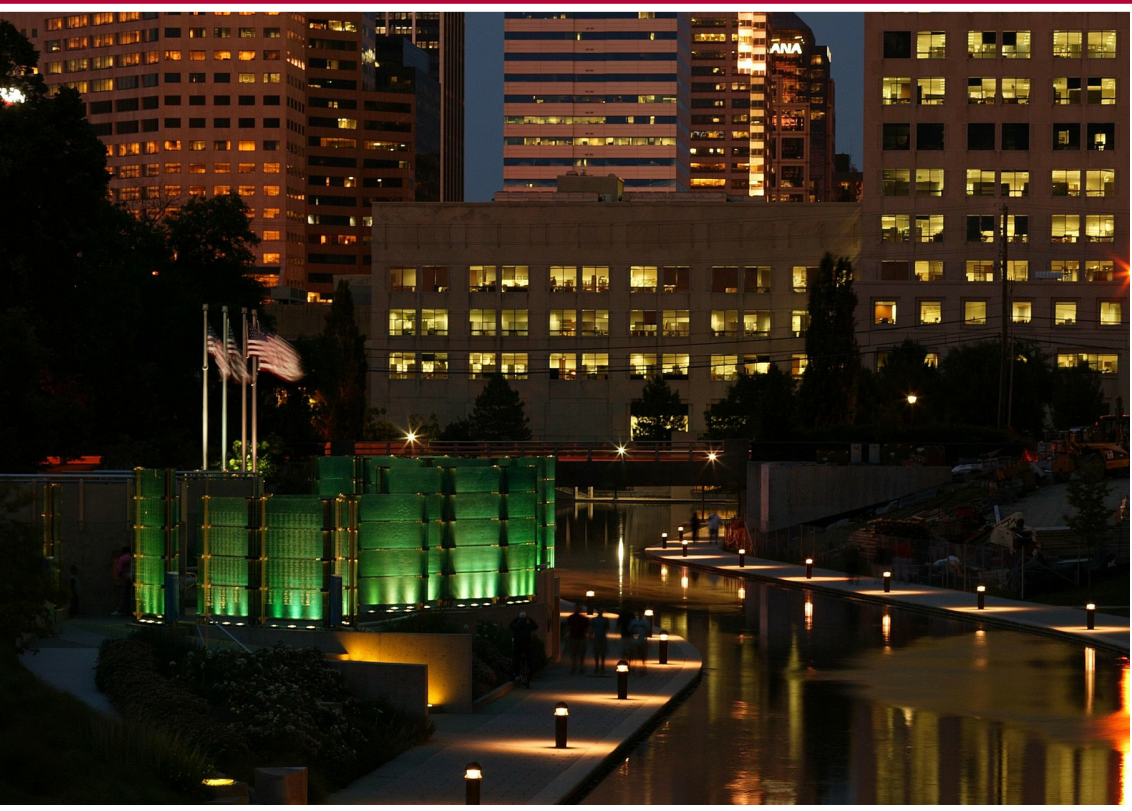
Profile of Progress

No introduction for this part yet.

Copy to come from Susan.

Student Demographics

Minority student representation at IUPUI has remained stable in recent years, with student representation closely parallel to the demographics of Central Indiana. African American students remain the largest minority group at IUPUI, although the number of Hispanic American students has increased 86% over the past decade. The number of international students enrolled has more than doubled over the past decade. Females continue to outnumber males. The number of students aged 23 to 25 has increased in recent years, while growth in the 18-22 year-old group is holding steady.

Fall Semesters	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**
Ethnicity										
African American	2,344	2,543	2,675	2,602	2,597	2,681	2,661	2,718	2,814	2,812
Asian American	697	694	717	735	722	747	750	816	882	907
Hispanic American	349	356	372	411	432	453	509	541	612	649
Native American	72	83	75	80	72	72	73	95	96	89
Total Minority	3,462	3,676	3,839	3,828	3,823	3,953	3,993	4,170	4,404	4,457
International [1]	405	514	592	604	646	812	840	913	925	916
White/Unknown	23,006	22,713	23,271	23,018	22,921	23,552	24,132	24,601	24,572	24,560
African American as Percent of All Students	9%	9%	10%	9%	9%	9%	9%	9%	9%	9%
Minority as Percent of All Students	13%	14%	14%	14%	14%	14%	14%	14%	15%	15%
Minority as Percent of Regional Population	16%	16%	16%	16%	18% [2]	18% [2]	18% [2]	18% [2]	18% [2]	18% [2]
Gender										
Male	11,273	11,290	11,752	11,602	11,710	12,010	12,028	12,545	12,682	12,570
Female	15,695	15,693	16,026	15,925	15,764	16,329	16,997	17,315	17,271	17,363
%Female	58	58	58	58	57	58	59	58	58	58
Age										
Under 18	207	209	225	224	219	230	157	125	160	166
18-22	9,234	9,638	10,377	10,783	10,709	10,884	11,203	11,297	11,123	11,093
23-25	5,222	5,129	5,211	4,916	5,008	5,299	5,549	5,841	6,123	6,239
>25	12,275	11,991	11,939	11,599	11,533	11,925	12,116	12,596	12,548	12,433
Invalid Birthdate	30	16	26	5	5	1	0	1	1	2
Percent over age 25	46%	44%	43%	42%	42%	42%	42%	42%	42%	42%

[1] Based on country/visa as reported by the Office of International Affairs

[2] Based on US Census 2000 data, which are collected using a different methodology than IUPUI currently uses, so census figures are not as directly comparable to IUPUI figures as they were in prior years.

Student Enrollment

Student enrollment reached an all-time high of 29,993 in Fall 2005. In addition, IUPUI has enrolled an increasing number of full-time undergraduates in recent years and, except for 2001 and 2005, a decreasing number of part-time students. Master's level enrollments have nearly doubled over the last decade. Enrollments in both first professional and doctoral programs have increased in recent years.

Fall Semesters	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Fall Semester Enrollment										
Total Enrollment	26,968	26,983	27,778	27,527	27,474	28,339	29,025	29,860	29,953	29,993
Undergraduate	19,910	20,078	20,628	20,357	20,160	20,695	21,060	21,388	21,172	21,438
Full-Time	10,370	10,852	11,418	11,570	11,673	11,957	12,835	13,371	13,637	13,736
Part-Time	9,540	9,226	9,210	8,787	8,487	8,738	8,225	8,017	7,535	7,702
Graduate	7,058	6,905	7,150	7,170	7,314	7,644	7,965	8,472	8,781	8,495
Non-degree	2,176	2,120	2,228	2,135	2,113	2,217	2,153	1,882	1,927	1,207
Master's	2,212	2,074	2,232	2,376	2,543	2,815	3,166	3,866	4,020	4,365
First Professional	2,312	2,365	2,381	2,379	2,374	2,356	2,390	2,434	2,517	2,550
Doctoral	358	346	309	280	284	256	256	290	317	373
Annual unduplicated student enrollment [1]	38,003	38,361	38,904	38,722	38,779	39,692	40,954	40,709	39,656*	39,750*
Fall enrollment as a percent of annual enrollment	71%	70%	71%	71%	71%	71%	71%	73%	76%	75%
Credit Hour Enrollments (Spring and Fall)	506,501	519,062	531,707	540,645	539,062	552,859	572,408	598,423	609,400	611,025

[1] The unduplicated number of students enrolled on an annual basis. Students enrolled for multiple terms, for instance fall and spring, are counted once.

* The calculation of unduplicated headcount changed in 2004. In the past, students who earned a degree during the year, but were not enrolled, were included in the duplicated headcount. As of 2004, the duplicated headcount includes only enrolled students.

New Undergraduate Students by Mode of Admission

Just over one-third of all new IUPUI undergraduate students start as first-time, full-time freshmen (i.e., the traditional cohort tracked for retention and graduation rate purposes). New admissions practices related to the development of the community college system have led to enrollment of fewer first-time freshmen compared to the late 1990s. The number of students transferring from Ivy Tech-Indianapolis to IUPUI has almost tripled in the last ten years, but the increase has slowed since 2003.

Calendar Year	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Fall First-Time Full-Time Freshmen	2,102	2,154	2,577	2,563	2,481	2,279	2,243	2,344	2,303	2,409
All Other First-Time Freshmen	1,667	1,638	1,673	1,674	1,327	1,291	1,047	960	880	704
Intercampus Transfers	1,177	1,074	1,069	1,021	1,072	1,089	1,145	1,105	944	887
Ivy Tech-Indianapolis Transfers	160	169	208	276	290	342	410	436	440	439
Other Non-IU Transfers	2,016	2,152	2,046	1,935	2,116	2,181	2,092	1,936	2,193	2,291
Total	7,122	7,187	7,573	7,469	7,286	7,182	6,937	6,781	6,760	6,730
Pct. Fall First-time Full-time Freshmen	30%	30%	34%	34%	34%	32%	32%	35%	34%	36%

Pie chart:
- Fall First-Time Full-Time Freshmen — 36%
- All other First-Time Freshmen — 10%
- Intercampus Transfers — 13%
- Ivy Tech-Indianapolis Transfers — 7%
- Other Non-IU Transfers — 34%

Trend

Fall First-Time Full-Time Freshmen
External Transfers exc. Ivy Tech-Indpls.
Intercampus Transfers
Other new Freshmen
Ivy Tech-Indpls. Transfers

(Years: 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005)
(Values: 0, 500, 1,000, 1,500, 2,000, 2,500, 3,000)

Academic Background of New Undergraduates

As a result of changing admissions practices related to the growth of the community college system, IUPUI is enrolling better prepared new freshmen. The number of top-ranked students (valedictorians, salutatorians, and students ranked in the top 10 percent of their high school graduating classes) selecting IUPUI has decreased slightly since its peak in 2003. However, the percentage from the top quartile of their high school graduating class increased further in 2005.

Fall Semesters	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
New Freshmen										
Average SAT Score										
University College Conditional Admits	902	874	874	881	895	900	917	903	905	905
University College Regular Admits	854	1,007	1,024	1,015	1,017	1,001	1,006	1,002	1,002	992
Direct School/ Dual Admits	1,045	1,059	1,086	1,091	1,097	1,099	1,087	1,093	1,094	1,113
H.S. Class Rank										
Pct. from Top Quartile	21%	20%	19%	22%	23%	27%	28%	32%	31%	33%
Pct. from Bottom Quartile	19%	19%	20%	16%	13%	9%	7%	6%	7%	5%
Average Percentile Rank	51%	51%	49%	52%	54%	58%	59%	61%	60%	61%
Avg. Number of College Prep Units	14.6	15.0	15.3	15.9	16.2	16.5	16.8	17.0	17.3	17.6
Number of new valedictorians and salutatorians [1]	11	13	13	14	15	17	9	20	17	16
First-Time Freshmen ranked in the top 10% of their high school graduating classes	136	153	169	194	169	192	177	221	249	213
Pct. Requiring Remediation										
Mathematics	79%	81%	81%	77%	64%	59%	40%	31%	28%	31%

[1] First-time freshmen ranked first or second in their classes.

No. of Valedictorians/Salutatorians
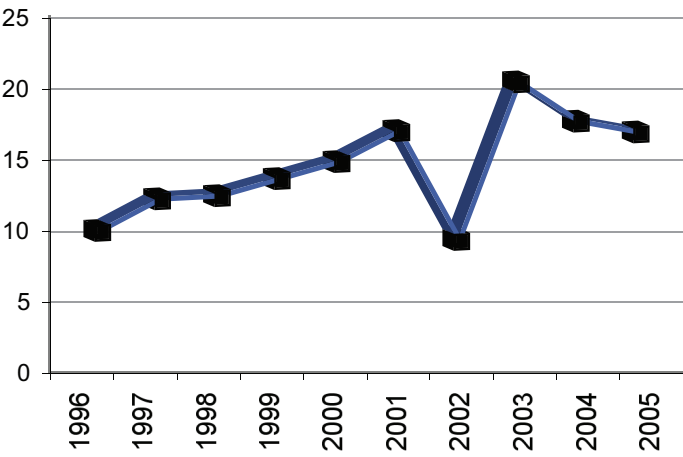
No. of Beginners in Top 10% of H.S. Class
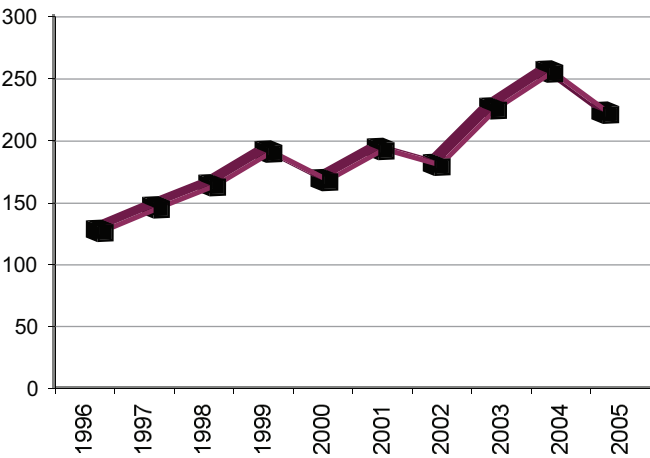
Geographic Origin of New Freshmen

About two of every three new freshmen come to IUPUI from its home county, Marion, and the seven surrounding counties of Central Indiana.

Calendar Year	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Central Indiana Service Region	2,934	2,955	3,324	3,278	2,842	2,617	2,357	2,344	2,299	2,047
Other Indiana Resident	779	782	855	848	846	803	757	804	767	928
International Student	25	23	28	40	43	65	55	66	63	61
Other Non-Indiana Resident/Unknown	31	32	43	71	77	85	121	90	72	77
Total	**3,769**	**3,792**	**4,250**	**4,237**	**3,808**	**3,570**	**3,290**	**3,304**	**3,201**	**3,113**
Percent in Service Region	78%	78%	78%	77%	75%	73%	72%	71%	72%	66%

2005 Distribution

Other Indiana Resident — 30%
Central Indiana Service Region — 66%
Other Non-Indiana Resident/Unknown — 2%
International Student — 2%

Trend

Central Indiana Service Region

Other Indiana Resident
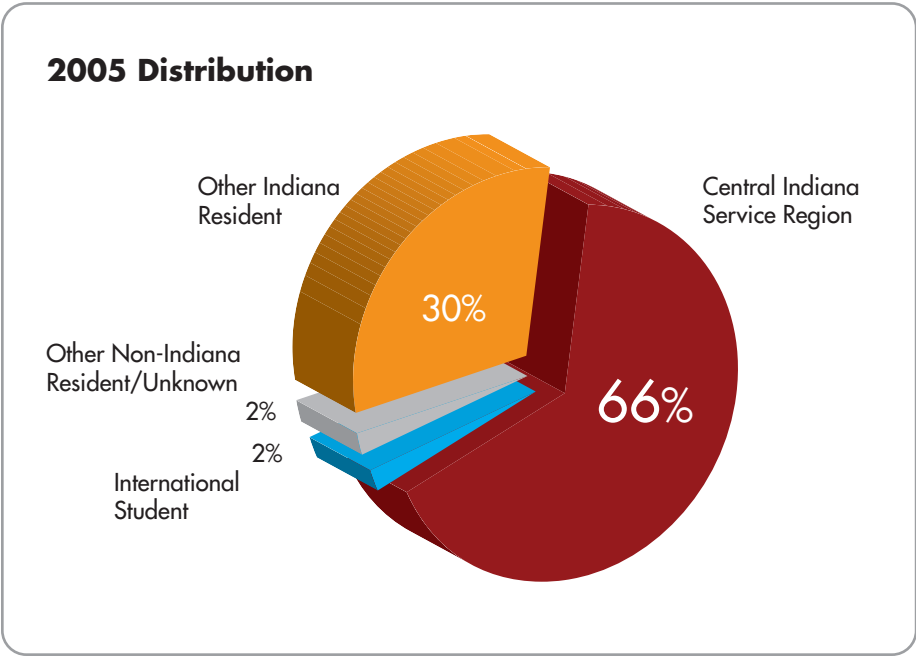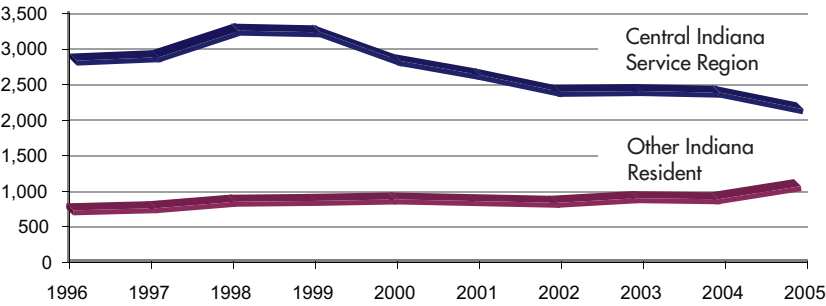
International Students
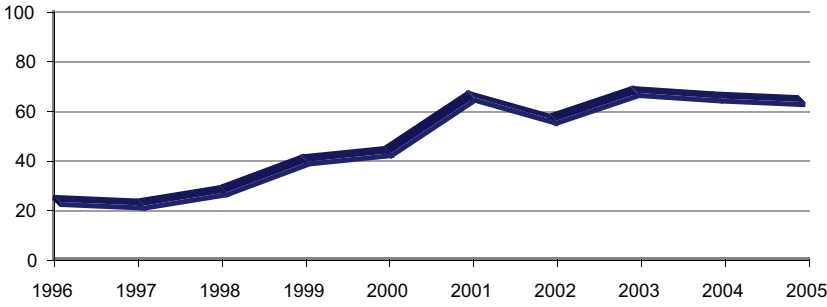
The percentage of first-time, full-time students who achieved a 2.0 or higher GPA for their first semester at IUPUI has decreased during the last two years. The rate is higher than it was during the late 1990s, however. Rates for new part-time freshmen and for transfer students have fluctuated over time.

Percent of New Student Achieving a First Semester Grade Point Average of 2.0 or Higher

Fall Semester	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
First-Time, Full-Time Freshmen	66%	66%	64%	64%	64%	71%	74%	74%	73%	70%
First-Time, Part-Time Freshmen	62%	60%	61%	60%	56%	65%	67%	67%	62%	65%
New Full-Time Transfers	76%	72%	76%	74%	73%	72%	74%	76%	74%	71%
New Part-Time Transfers	73%	71%	72%	75%	71%	71%	75%	81%	74%	75%

Trend
First-time Freshmen

Percentage

100
80
60
40
20
0

1996 1997 1998 1999 2000 2001 2002 2003 2004 2005

—◆— Full-Time —■— Part-Time

Trend
New Transfers

Percentage

100
80
60
40
20
0

1996 1997 1998 1999 2000 2001 2002 2003 2004 2005

—◆— Full-Time —■— Part-Time
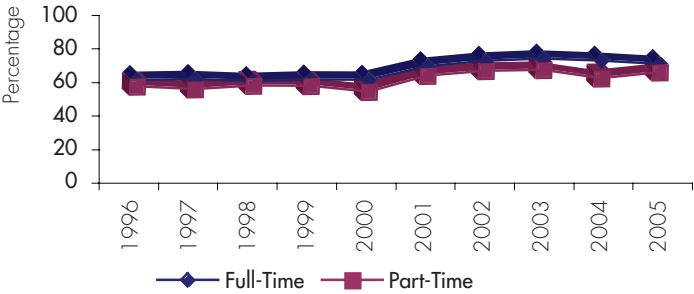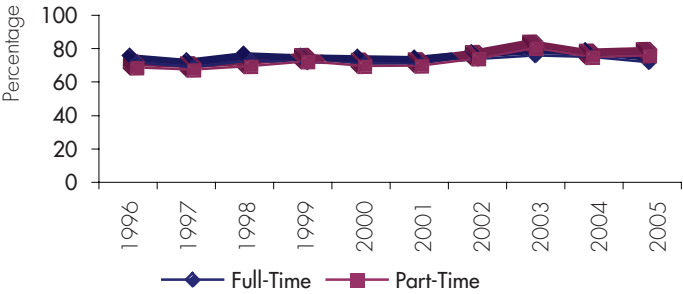
New Graduate Students

The number of students entering master's level programs at IUPUI has increased dramatically in the last 10 years. New student enrollments in first professional programs in medicine, dentistry, law, and health and rehabilitation sciences leveled off this year, following three years of growth, due in part to enrollments in the new Doctor of Physical Therapy program. The number of new doctoral students is at a ten-year high.

Calendar Year	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Master's [1]	748	780	952	1,036	1,049	1,231	1,461	1,808	1,659	1,946
First Professional	666	671	688	652	666	664	713	709	733	722
Doctoral	57	50	63	41	68	54	54	82	76	106
Total	1,471	1,501	1,703	1,729	1,783	1,949	2,228	2,599	2,468	2,774

[1] Includes graduate-level certificates

2005 Distribution

Doctoral

4%

First
Professional

26%

Master's

70%

Trend

2,500		
2,000		Master's
1,500		
1,000		Professional
500		Doctoral
0		

1996 1997 1998 1999 2000 2001 2002 2003 2004 2005
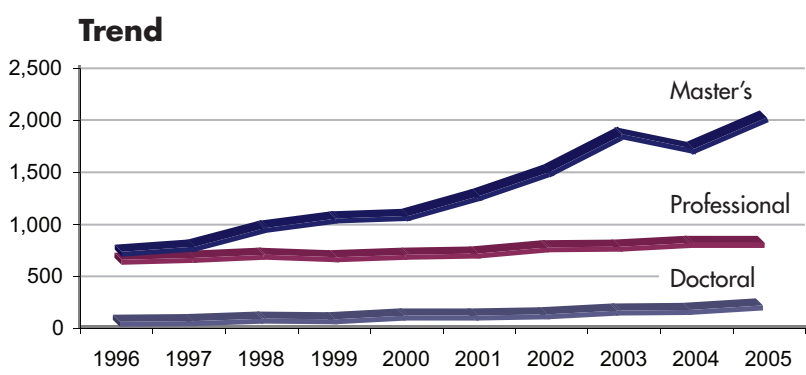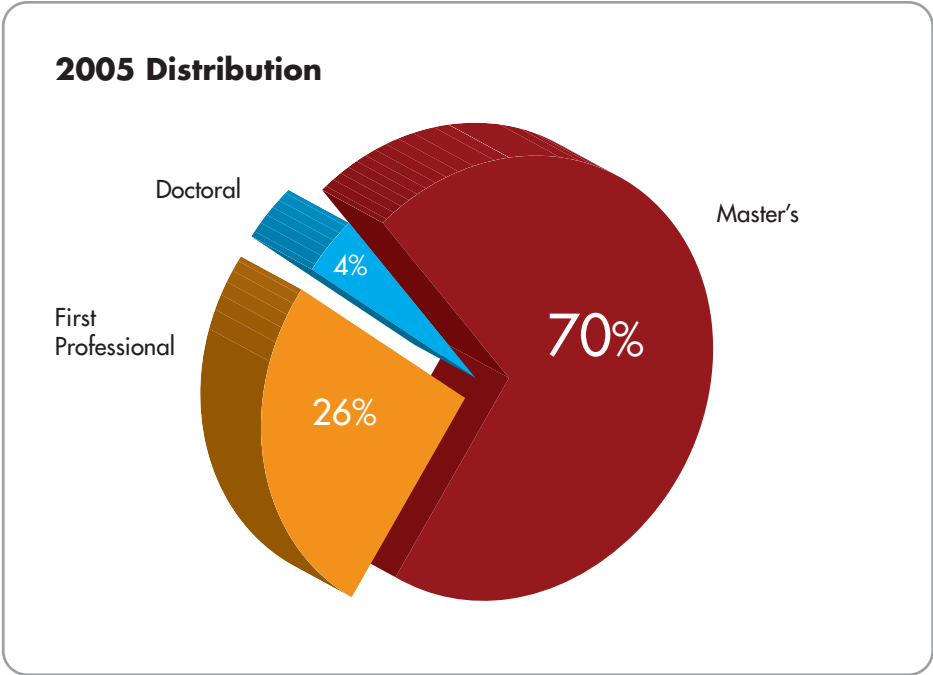
Graduate Enrollment at Indiana Universities with More than 7,500 Students in Fall 2005

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

	Total	Grad/Prof. Enrollment	Enrollment Number Pct. of Total
IUPUI	29,933	8,495	28%
Indiana University-Bloomington	37,958	8,396	22%
Purdue University-Main Campus	40,151	7,840	20%
Indiana Wesleyan University	12,632	4,185	33%
University of Notre Dame	11,417	3,142	28%
Ball State University	20,351	2,925	14%
Indiana State University	10,679	2,009	19%
Purdue University-Calumet Campus	9,303	943	10%
Indiana University-Purdue University Ft. Wayne	11,795	767	7%
University of Southern Indiana	10,004	752	8%

Financial aid of every type has more than doubled over the past 10 years. Increases in work-study result from IUPUI's ongoing effort to support student engagement through on-campus employment and community service.

Fiscal Year	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Gift Aid	22.5	24.8	27.5	29.0	30.4	34.2	41.6	45.1	57.9	61.9
Loans	83.4	89.0	91.5	92.3	92.5	112.9	129.6	154.3	154.8	179.2
Work-Study	1.1	1.2	1.6	1.9	1.5	1.8	2.4	2.4	1.9	2.2
Total	107.0	115.0	120.6	123.2	124.5	148.9	173.6	201.8	214.6	243.3

* In millions of dollars.

Fiscal Year
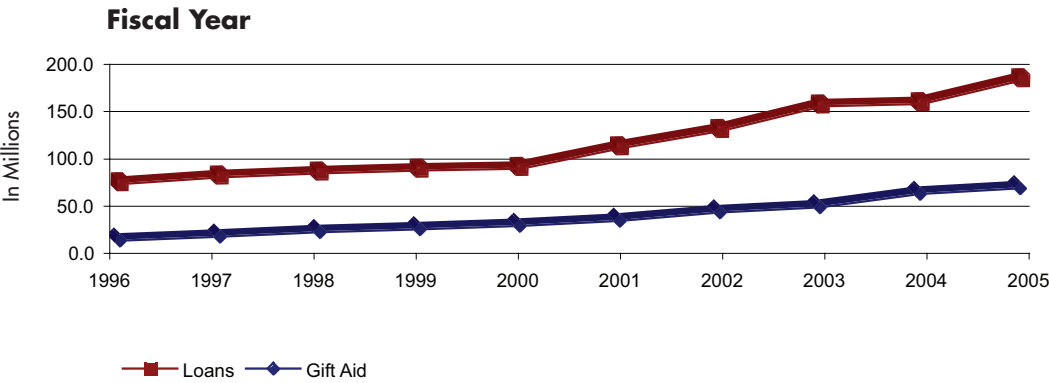
Student Retention

Retention of IUPUI's largely non-traditional, commuter student population has always been challenging. One-year retention rates have increased substantially for first-time, full-time students since the late 1990s, although rates declined slightly in the past three years. The overall upward trend is due in part to efforts to admit fewer students conditionally, as well as to an extensive set of retention initiatives.

One-Year Retention of First-time Freshmen

Year of Entry	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Full-time	62%	60%	60%	58%	62%	65%	67%	66%	65%	64%
Part-time	44%	43%	46%	42%	40%	48%	48%	45%	46%	44%

Trend
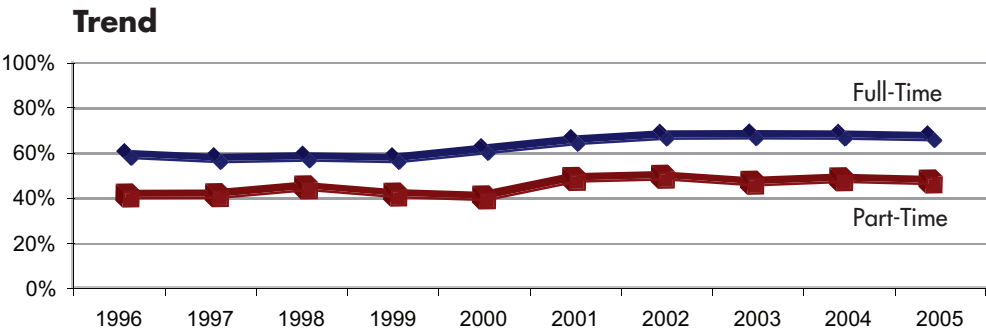
Time to Degree - Baccalaureate Degree Recipients

Students who began as freshmen at IUPUI ("native" freshmen) and earned a bachelor's degree in the last three years averaged about seven years to complete their degrees. Because a few students take exceptionally long to graduate, however, the average is not the best measure of a typical career. About 60 percent of the native freshmen who graduated did so within six years. As would be expected, students who came to IUPUI as transfers took less time on average, since they came with significant credits.

	Mean Years			Median Years			Pct. Taking Longer than Six Years		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Began at IUPUI as Freshman	7.4%	7.0%	7.4%	5.3%	5.4%	5.4%	44%	36%	38%
Began at other IU Campus as Freshman	7.6%	8.2%	8.5%	5.3%	5.7%	5.7%	40%	45%	42%
Began at IUPUI as Transfer	5.2%	5.1%	5.2%	3.8%	3.7%	4.0%	25%	21%	23%
Began at other IU Campus as Transfer	9.8%	9.0%	8.7%	5.3%	6.3%	5.5%	50%	53%	44%

Profile of Progress

Degrees Conferred

The number of degrees conferred at IUPUI has climbed steadily since the late 1990s. Degrees conferred at the Master's level have increased significantly over the past seven years, while baccalaureate degree conferrals increased for each of the last five years and reached a ten-year high in 2005-06. Today, degrees at the bachelor's level account for just under half of all degrees conferred. Over one-third of degrees conferred in recent years are graduate or first professional degrees. The number of degrees earned by African American students and by all minority students increased for the seventh consecutive year, with numbers almost double what they were ten years ago.

Academic Year

	1996-97	97-98	98-99	99-00	2000-01	01-02	02-03	03-04	04-05	05-06
Certificate	155	163	197	238	288	358	461	439	469	442
Associate	540	551	559	575	638	537	620	649	608	565
Bachelor's	2,128	2,101	2,097	2,155	2,080	2,212	2,429	2,499	2,654	2,776
Master's	659	612	615	652	777	939	1,023	1,267	1,410	1,490
First Professional	542	624	601	604	621	609	598	605	629	638
Doctoral	32	36	37	43	38	29	24	35	26	31
Total	**4,056**	**4,087**	**4,106**	**4,267**	**4,442**	**4,684**	**5,155**	**5,494**	**5,796**	**5,942**
Total African American	233	273	249	293	337	364	388	423	438	488
Total Minority	411	443	440	494	528	615	639	705	747	805

2005-06 Distribution

Pie chart showing:
- First Professional
- Doctoral 1%
- Certificate 7%
- Associate 10%
- Bachelor's 46%
- Master's 25%
- 11%

Trend

Line chart with y-axis from 0 to 4,500 (intervals of 500) and x-axis years from 1996-97 to 2005-06.

- Undergraduate Degrees and Certificates
- Graduate/Professional
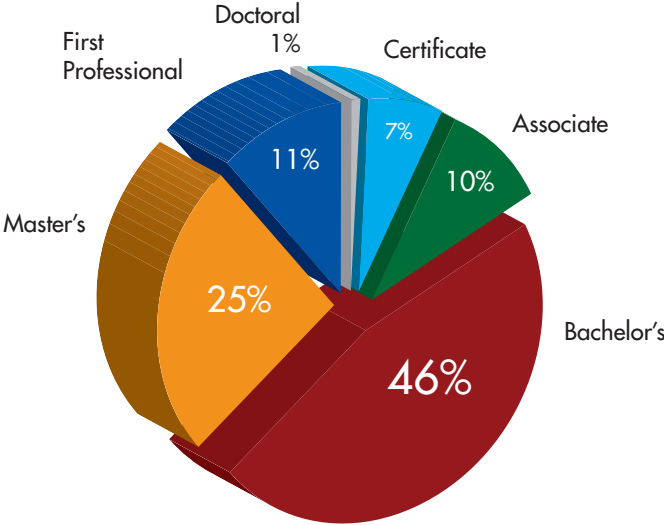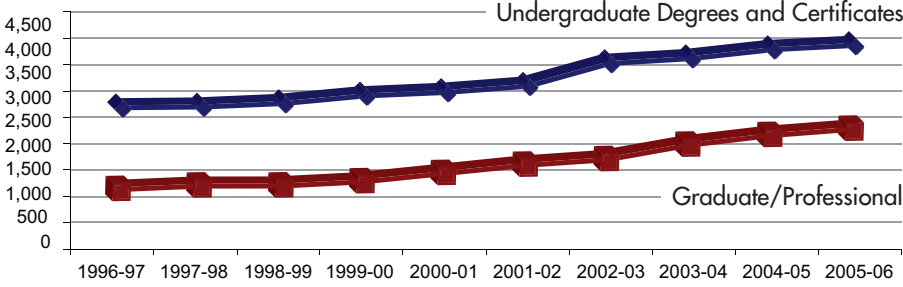
Alumni Employment and Further Education Outcomes

The alumni data this year are little changed from the most recent years, with the exception of a slight dip in recent graduates' level of satisfaction with advising. The percentage of workers advancing in their jobs after completing a degree is increasing after five years of steady decline.

Academic Year of Graduation

	1996-97	97-98	98-99	99-00	2000-01	01-02	02-03	03-04	04-05	05-06
Percent Employed Full Time [1]	84	85	86	84	86	81	79	81	80	85
Percent Advancing Based on Degree [2]	50	52	56	52	50	48	45	42	46	50
Percent Pursuing Further Education Full-Time	9	8	8	9	9	10	11	10	12	11
How Well Education Prepared for Current Job [3]	89	90	91	90	90	87	88	86	84	86
Enhancement of Future Prospects [3]	95	96	96	96	96	95	96	94	94	95
Satisfaction with Overall Quality of Education [4]	86	89	88	91	88	88	88	88	87	86
Satisfaction with Instruction in Major [4]	78	83	83	85	81	83	81	81	82	81
Advising [4]	50	53	55	56	55	55	59	56	56	52
Relatedness of Job to Major [5]	82	84	88	82	83	83	83	79	79	78
Health and Social Services	97	97	99	98	97	97	98	98	96	97
Arts and Sciences	64	65	73	61	73	76	67	68	68	57
All Other Fields	79	82	86	80	79	78	81	77	78	79

Source: Results of the Recent Alumni Survey of undergraduate degree recipients.

[1] Percentage of respondents working full-time (35+ hrs.) among all those working full- or part-time and including those not working, but looking for work.

[2] Percentage of respondents employed full-time who remained with their current employer and received a raise, promotion, or new position because of their degree.

[3] Percentage responding somewhat or very well.

[4] Percentage responding satisfied or very satisfied.

[5] Percentage responding somewhat or directly related.

IUPUI Students Studying Abroad[1]

The number of IUPUI students participating in study abroad programs continues to rise.

	1996-97	97-98	98-99	99-00	2000-01	01-02	02-03	03-04	04-05	05-06
Number of Students	140	118	141	151	209	210	255	270	308	328

[1] Includes all types of study (e.g., short-term courses, service learning, exchange programs, etc.)
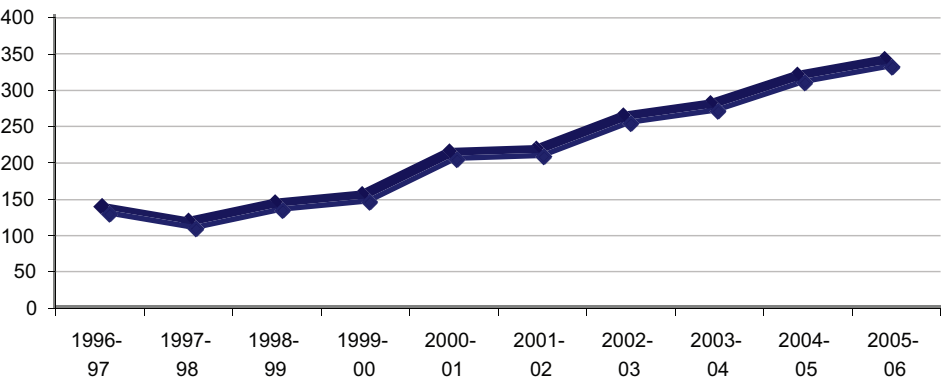
Student Satisfaction

Between 1995 and 2005, student satisfaction with the quality of the classroom environment and the use of technology in the classroom has increased substantially. Advising, the quality of the classroom environment, availability of financial aid, and parking, however, continue to be areas where students report relatively low satisfaction (although parking has improved since its lowest level in 2001). Figures represent the percentage of students responding "satisfied" or "very satisfied" to questions on the Continuing Student Satisfaction and Priorities Survey.

	1995	1996	1997	1998	1999	2001	2003	2005
Registration Process	74	80	83	88	84	83	87	73
Overall Academic Experience	78	83	82	84	82	85	85	84
Quality of Instruction	77	81	81	82	80	83	82	81
Quality of Teaching by Faculty in Major Area	77	79	79	78	78	82	78	79
Courses in the Major Area	75	77	79	79	77	80	77	76
Availability of Faculty for Discussions Outside Class	65	71	69	69	68	72	70	73
Use of Technology in the Classroom	59	63	67	68	69	73	72	72
Advising	51	55	58	59	55	56	58	56
Classroom Environment	40	49	48	45	46	48	50	54
Amount of Aid Available	32	39	41	40	41	41	36	35
Availability of Parking	23	30	31	36	30	20	31	36
Relevance of Courses to Career Goals and Objectives	62	65	71	67	70	71	73	70
Health and Social Services	70	75	78	77	81	82	82	82
Arts and Sciences	60	67	74	65	69	68	68	68
All Others	60	62	69	66	71	67	73	70

Note: Continuing Student Satisfaction and Priorities Survey was not conducted in 2000, 2002, 2004, or 2006.

Principles of Undergraduate Learning Survey

"IUPUI freshman and senior respondents indicate significantly higher learning gains across some general education outcomes than their peers at other urban universities and universities classified in the same Carnegie category as IUPUI (Doctoral Intensive). In other general education outcomes, IUPUI freshmen and seniors lag behind their peers."
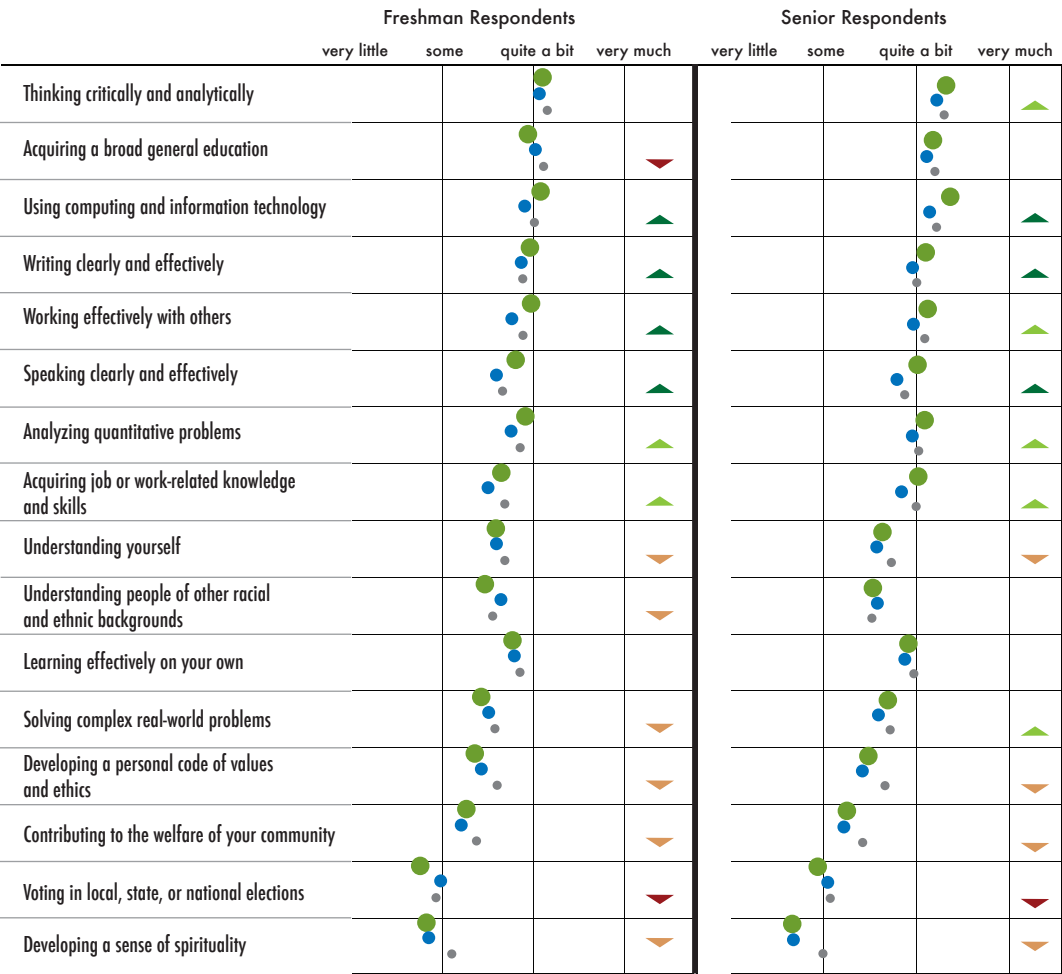
● IUPUI Respondents
● Peer Urban Students
● Peer Doc. Int. Students

The Academic and Non-Academic Workforces

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

Academic Year	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Academic Appointments	**2,074**	**2,121**	**2,115**	**2,168**	**2,177**	**2,254**	**2,443**	**2,500**	**2,582**	**2,625**
Tenured/Tenure-Track Faculty (exc. librarians)	1,267	1,280	1,284	1,262	1,241	1,235	1,274	1,284	1,309	1,321
Tenured	879	874	906	918	908	882	887	883	888	871
Tenure-Track	388	406	378	344	333	353	387	401	421	450
Percent Tenured	69	68	71	73	73	71	70	69	68	66
Other Academic Appointments	807	841	831	906	936	1,019	1,169	1,216	1,273	1,304
Postdoctoral Fellows	88	111	132	139	142	151	162	168	185	163
Researchers	198	191	189	200	193	188	215	226	214	229
Clinicians	236	269	257	299	329	352	392	439	479	519
Other Non-Tenure-Eligible	66	62	46	60	51	80	128	159	171	186
Librarians	47	47	45	48	47	43	53	54	54	52
Visiting Academics	172	161	162	160	174	205	219	170	170	155
Non-Academic Appointments	**6,824**	**3,456**	**3,607**	**3,726**	**3,863**	**4,057**	**4,333**	**4,554**	**4,644**	**4,566**
Professional	1,784	1,233	1,323	1,366	1,539	1,673	1,783	1,923	1,999	1,990
Clerical [1]	1,693	1,184	1,215	1,239	1,255	1,281	1,368	1,418	1,453	1,419
Technical [2]	2,395	631	670	721	651	698	769	826	819	798
Service Maintenance/Food Services	952	408	399	400	418	405	413	387	373	359

[1] Includes support staff.
[2] Includes nursing staff.
Note: Figures prior to 1997 include the hospitals.

Gender and Ethnic Minority Representation Among Faculty, Staff, and Students

Representation of women and African Americans among professional staff resembles more closely IUPUI's student population than does this representation among the faculty.

Academic Year	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Tenured and Tenure-Track Faculty [1]										
Percent Women	26	25	25	25	26	27	27	29	29	30
Percent Minority	13	13	13	14	14	15	17	17	19	19
Percent African-American	3	3	3	3	3	3	3	3	3	3
Professional Staff										
Percent Women	67	62	62	64	65	66	67	66	67	67
Percent Minority	9	10	12	11	11	11	13	13	14	15
Percent African American	6	6	6	6	6	7	7	7	7	7
Students										
Percent Women	58	58	58	58	57	58	59	58	58	58
Percent Minority	13	14	14	14	14	14	14	14	15	15
Percent African American	9	9	10	9	9	9	9	9	9	9

Note: Shaded area includes hospital employees moved to Clarian.
[1] Excludes librarians.

Instructional Workload

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

Academic Year	1996-97	97-98	98-99	99-00	2000-01	01-02	02-03	03-04	04-05	05-06
Credit Hours/FTE [1]	372	382	395	366	372	389	376	361	344	346
Sections/FTE [1]	5.7	5.6	5.6	5.4	5.7	5.8	5.5	5.5	5.5	5.8

[1] Includes assistant, associate, and full professors, excluding faculty with administrative roles other than chair.

Class Size for Sections with Undergraduate Students Enrolled

The percentage of class sections with fewer than 30 or more than 50 students has remained relatively stable over the past five years.

Class Sections with Fewer than 30 or More than 50 Students

Fall Term	1997	1998	1999	2000	2001	2002	2003	2004	2005
Percent of Sections with < 30 students	73	76	75	72	71	72	72	70	70
Percent of Sections with 50+ students	8	8	8	9	9	9	9	8	9

Faculty Satisfaction

Faculty satisfaction with support for use of technology in teaching and research decreased somewhat, following six years of steady increases.

	1996	1998	2000	2002	2005
Satisfaction with rewards and recognition for teaching [1]	39%	44%	49%	56%	53%
Perception of the quality of undergraduate students [2]	42%	33%	36%	NA	NA
Perception of the quality of graduate students [2]	78%	75%	74%	NA	NA

Faculty Satisfaction (continued)

	1996	1998	2000	2002	2005
Satisfaction with availability of support related to technologies used in teaching activities [1]	NA	50%	61%	74%	71%
Satisfaction with availability of support related to technologies used in research activities [1]	NA	46%	58%	74%	66%
Perceptions of the clarity of objectives and plans for the next few years at IUPUI [1]	46%	49%	50%	48%	NA

NA indicates the item was not included on the survey for that year.

[1] Percentage responding very satisfied or satisfied.

[2] Percentage responding excellent or good.

Staff Satisfaction

About three of four staff members are satisfied with their jobs, while an even larger majority like the work they do. Slightly less than half are satisfied with the way performance evaluations are conducted. Staff are least satisfied with the clarity of campus objectives and plans. Satisfaction with the kinds of training available has steadily increased since 1999.

	1999	2003	2006
My unit has good working relationships with other units in the university[1]	69%	71%	73%
I am satisfied with the kinds of training currently available to me[1]	52%	60%	65%
I am satisfied with the recognition I receive for doing a good job[1]	47%	49%	50%
I am satisfied with how performance evaluations are conducted in my unit[1]	45%	46%	46%
I am satisfied with my physical work environment at IUPUI[1]	61%	69%	68%
I like the work I do at my current position[1]	86%	87%	87%
My overall job satisfaction[2]	73%	76%	77%
The clarity of objectives and plans for the next few years at IUPUI[2]	38%	44%	42%

1 Percentage responding agree or strongly agree.

2 Percentage responding satisfied or very satisfied.

Faculty and Student Ratings of the Quality and Importance of the Largest Campus Libraries

Faculty in 2005 gave the campus libraries the highest rating on a list of 34 campus programs and services. Student satisfaction with library hours declined in 2005, possibly because weekend library hours were reduced to save costs.

Faculty Satisfaction with Library Services

	Good or Excellent	
	Pct.	Rank *
University Library	95%	2
Medical Library	95%	1

*Faculty rated 34 campus programs and services

Student Satisfaction with Library Services

	1996	1997	1998	1999	2001	2003	2005
Library hours	79%	78%	79%	79%	80%	80%	72%
Availability of needed reference services	71%	70%	72%	74%	77%	*	*
Spaces for individual and group study	81%	76%	76%	72%	72%	*	*

Note: The Continuing Student Satisfaction and Priorities Survey after 1998 is conducted only every other year.
* These items were revised for the 2003 survey

University Information and Technology Services

Students responding to the National Survey of Student Engagement report extensive use of information technologies for learning.

	Freshman Respondents				Senior Respondents			
	very little	some	quite a bit	very much	very little	some	quite a bit	very much
Used computing and information technology								
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment								
Used e-mail to communicate with an instructor								

- 🟢 IUPUI Respondents
- 🔵 Peer Urban Students
- ⚫ Peer Doc. Int. Students

Note: The darker green up arrow signifies that the IUPUI average response is significantly higher than both peer groups: urban universities and doctoral intensive universities.

Research, Scholarship, and Creative Activity

Grant and Contract Awards*

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

Fiscal Year

	1996-97	97-98	98-99	99-00	2000-01	01-02	02-03	03-04	04-05	05-06
IUPUI	128.3	135.4	151.2	164.5	295.5	202.4	265.9	256.8	247.3	261.1
IU Bloomington	70.9	69.5	68.6	86.4	90.0	111.6	96.3	124.4	192.7	124.4
Purdue West Lafayette	129.9	132.3	134.5	160.2	190.3	222.9	207.7	235.6	284.7	195.9

* In millions of dollars.
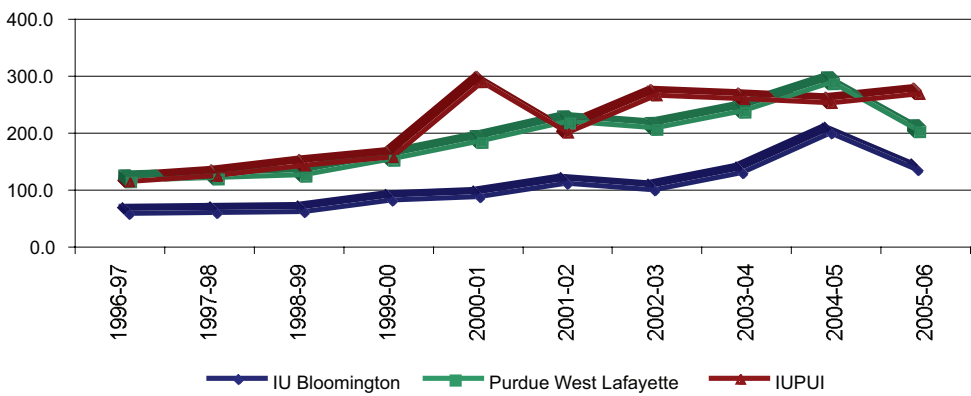
Grant funding from all sources has increased steadily, with the notable exceptions of 2000-2001 and 2002-2003, when grants from the Lilly Endowment, Inc. for the Indiana Genomics initiative created positive "blips."

Grant and Contract Income by Source*

|	1997-98	98-99	99-00	2000-01	01-02	02-03	03-04	04-05	05-06
Federal Government	$76.1	$85.4	$94.7	$103.3	$124.5	$127.9	$142.2	$138.3	$147.7
State Government	8.4	11.6	8.9	20.9	10.7	13.2	20.7	20.0	16.7
Local/Other Government	2.1	5.4	3.1	1.5	2.1	1.7	1.2	1.4	2.6
Foundations	10.2	12.3	10.8	118.6	13.5	61.0	14.4	14.3	12.5
Industrial & Commercial	21.6	19.9	23.7	24.5	26.2	30.4	39.0	37.2	38.8
Higher Education	4.7	3.6	5.2	6.6	5.1	8.2	13.9	9.1	14.5
Non-Profit	12.3	13.0	18.1	20.0	20.3	23.4	25.4	27.0	28.3
Total	**$135.4**	**$151.2**	**$164.5**	**$295.5**	**$202.4**	**$265.9**	**$256.8**	**$247.3**	**$261.1**

*In millions of dollars.

Civic Engagement

Service Learning

Service learning classes, faculty and student participation, hours contributed, and community sites have increased dramatically as a result of ongoing initiatives, including new student scholarships and faculty professional development, designed to double service learning at IUPUI.

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Classes	24	37	42	41	42	157
Faculty Involved	48	56	57	50	51	100
Student Enrollment	1,440	1,922	1,889	2,001	1,850	2,818
Hours of Service	13,006	20,037	15,758	25,307	42,875	53,648
Community Sites	35	71	128	210	193	296
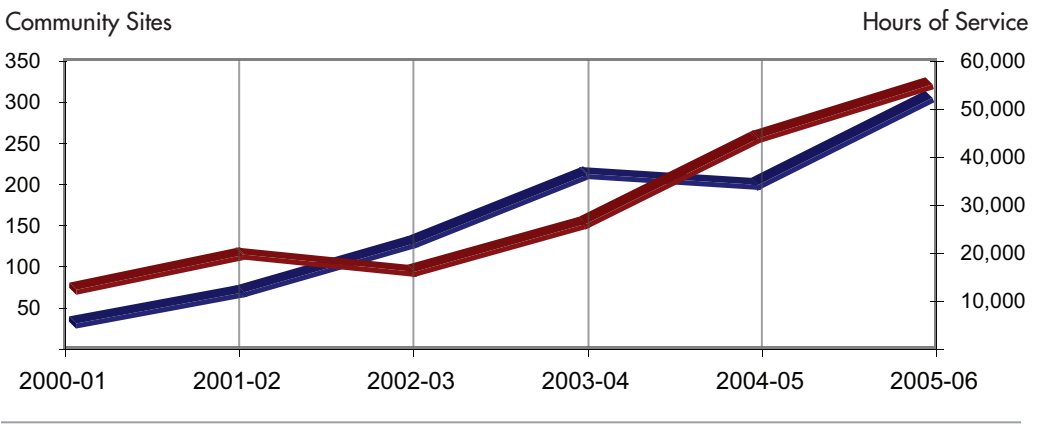
Grant and Contract Income by Purpose *

Most grant funding supports research projects, but just under one-third of grants in 2005-2006 funded public service initiatives, while about five percent of grant income directly supported teaching and learning improvement.

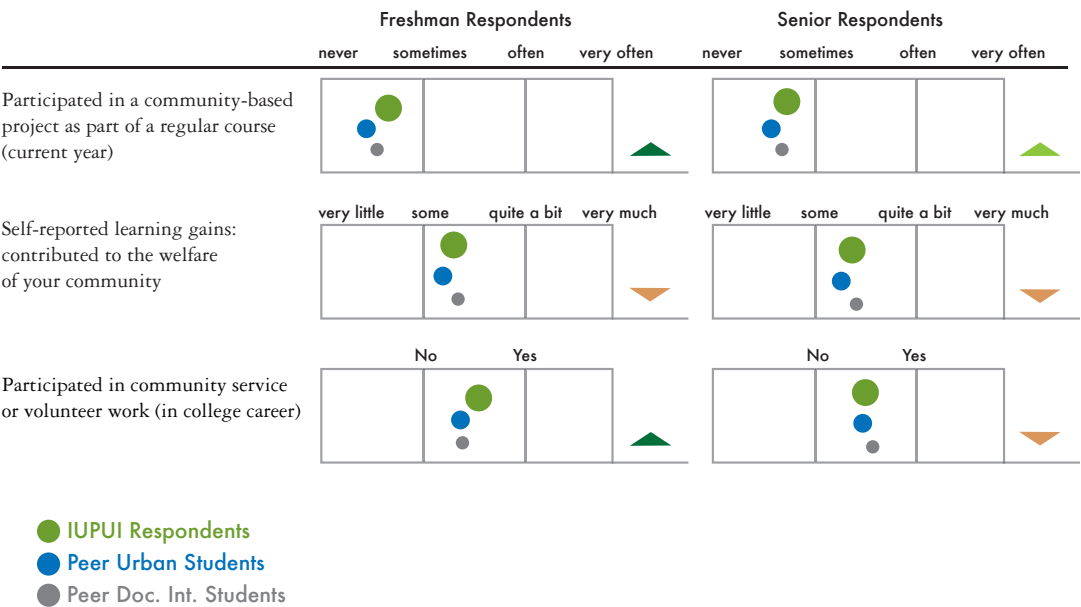|	1998-99	99-00	2000-01	01-02	02-03	03-04	04-05	05-06
Total	$151.2	$164.5	$295.5	$202.4	$265.9	$256.8	$247.3	$261.1
Research	$93.3	$109.9	$232.4	$138.7	$196.5	$164.4	$157.4	$168.0
Instruction	7.1	8.9	7.1	10.2	10.1	12.4	8.5	11.9
Public Service/ Other **	50.8	45.7	56.0	53.5	59.4	80.1	81.5	81.2

* In millions of dollars.
** Includes clinical trials

IUPUI Student Participation in Service and Learning

IUPUI freshmen are more likely than their counterparts at other urban and doctoral intensive universities to have participated in a community-based project as part of a course, according to their responses on the National Survey of Student Engagement. They also report higher levels of participation in community service --but lower levels of contributing to the welfare of their communities--than their peers.

IUPUI seniors report that they more frequently participated in a course-related community-based project than their urban peers -- but were less likely to have included other community service among their college activities than peers at other doctoral intensive institutions that participated in the National Survey of Student Engagement.

	Freshman Respondents				Senior Respondents			
	never	sometimes	often	very often	never	sometimes	often	very often
Participated in a community-based project as part of a regular course (current year)								
	very little	some	quite a bit	very much	very little	some	quite a bit	very much
Self-reported learning gains: contributed to the welfare of your community								
		No	Yes			No	Yes	
Participated in community service or volunteer work (in college career)								

● IUPUI Respondents
● Peer Urban Students
● Peer Doc. Int. Students

Note: A darker green up arrow signifies that the IUPUI average response is significantly higher than both peer groups; a lighter green arrow signifies that the IUPUI average response is significantly higher than one of the two groups; a darker red arrow indicates that the IUPUI response is significantly lower than both peer groups; and a lighter red arrow signifies that the IUPUI response is significantly lower than one of the peer groups.

IUPUI Continuing Student and Alumni Perceptions of Service and Learning

A modest, but growing, percentage of IUPUI current students and undergraduate degree recipients says that it is important to engage in community service at IUPUI. A larger percentage believes education has increased their understanding of the importance of exercising their responsibilities as citizens and their ability to do so.

Importance of and Satisfaction with Opportunities to Engage in Community Service at IUPUI

	1999	2000	2001	2002	2003	2004	2005	2006
Importance *								
Continuing Students	42%	na	40%	na	45%	na	52%	na
Recent Undergraduate Degree Recipients	47%	45%	49%	48%	47%	47%	49%	48%
Satisfaction **								
Continuing Students	25%	na	29%	na	25%	na	35%	na
Recent Undergraduate Degree Recipients	39%	36%	40%	40%	42%	42%	41%	43%

* Percent rating important or very important

** Percent rating satisfied or very satisfied

Note: The continuing student survey was not conducted in 2000 or 2004."
na = not available

Student Ratings of Impact and Importance of Learning Related to "Exercising My Responsibilities as a Citizen" (e.g., voting, staying current with community and political issues)

	1999	2000	2001	2002	2003	2004	2005	2006
Impact/Ability *								
Continuing Students	61%	67%	64%	na	64%	na	72%	na
Recent Undergraduate Degree Recipients	62%	67%	63%	64%	62%	61%	72%	69%
Importance *								
Continuing Students	65%	71%	73%	na	75%	na	77%	na
Recent Undergraduate Degree Recipients	66%	71%	65%	66%	78%	76%	70%	72%

*Percent rating 4 or 5 on a 5 point scale ranging from 1 = no impact or importance to 5 = very high impact or importance

na = not available

General Funds and Expenditures

Recent Trends in IUPUI Budgeted Education and General Revenues

The state appropriation has declined as a percentage of IUPUI's total Education and General Revenue stream over the last five years. Student fee income now accounts for over 40% of revenues.

	Fiscal Year				
	2001-02	2002-03	2003-04	2004-05	2005-06
State Appropriation	$197,463,174	$198,690,738	$202,518,284	$210,152,481	$208,249,464
Student Fee Income	$117,396,384	$135,515,959	$152,071,977	$167,174,097	$187,135,948
Indirect Cost Recovery	$27,184,000	$32,176,453	$37,328,000	$40,599,670	$40,122,750
Other Income	$25,447,594	$27,935,212	$29,323,485	$22,404,043	$22,793,143
Total	**$367,491,152**	**$394,318,362**	**$421,241,746**	**$440,330,291**	**$458,301,305**
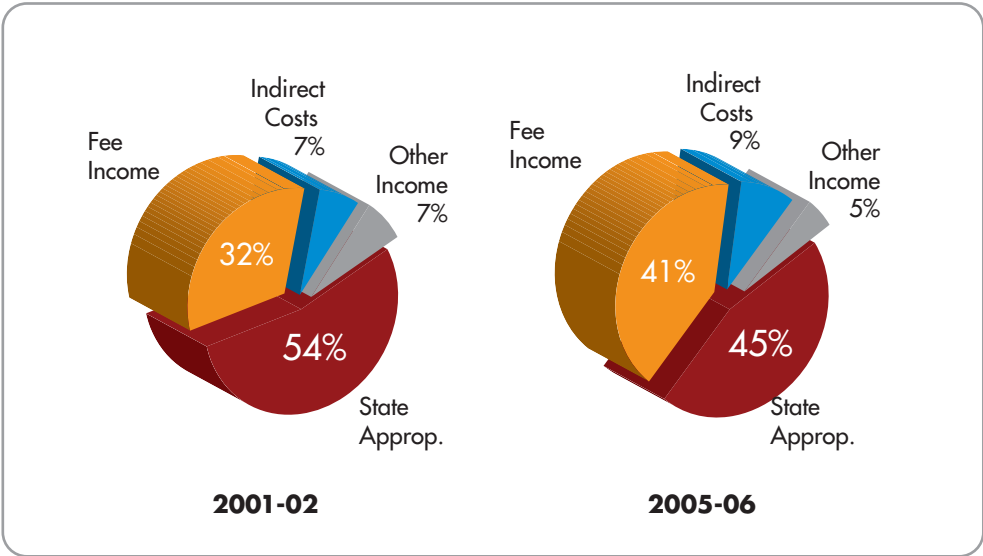
Recent Trends in IUPUI Budgeted Expenditures

Expenditures in general supplies and expenses have shifted slightly to student financial aid and "other" expenses.

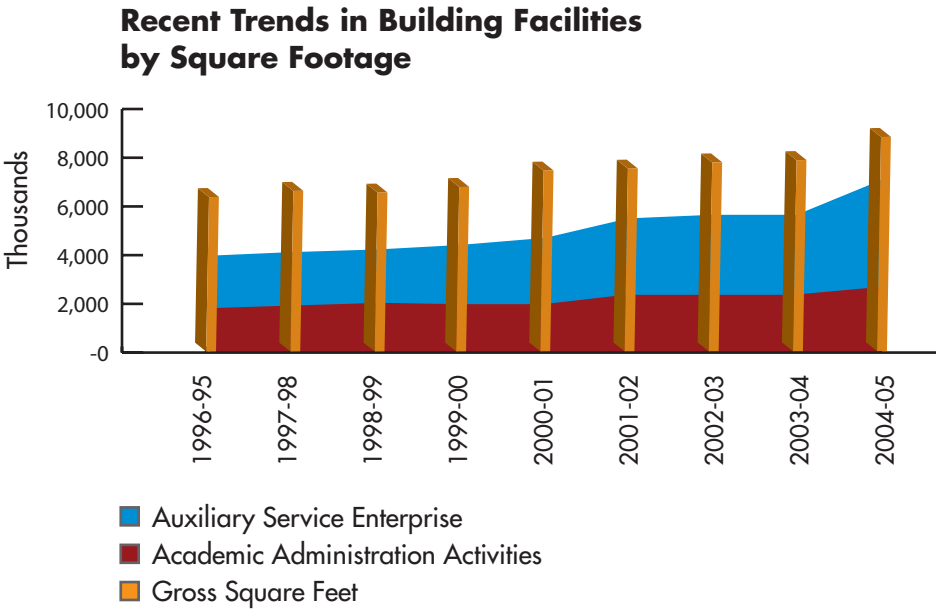| Fiscal Year	2001-02	2002-03	2003-04	2004-05	2005-06
Compensation	$234,042,535	$249,702,591	$268,396,707	$287,134,328	$289,664,523
General S & E	$99,076,834	$103,210,807	$104,706,170	$95,023,255	$91,178,616
Student Financial Aid	$7,397,078	$8,492,991	$10,187,963	$11,677,164	$12,918,916
Other Expenses	$26,974,705	$32,911,973	$37,950,906	$46,495,544	$64,127,250
Total	**$367,491,152**	**$394,318,362**	**$421,241,746**	**$440,330,291**	**$458,301,305**
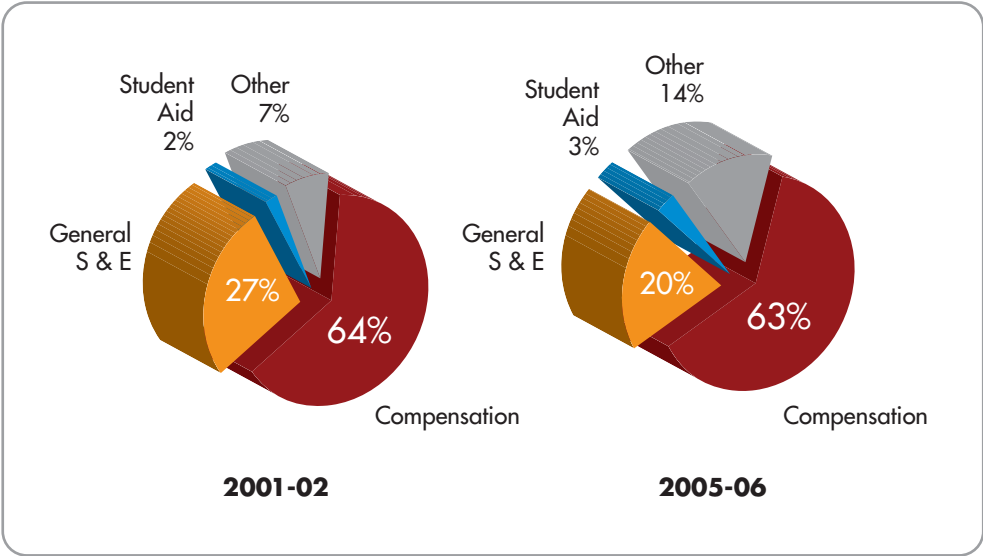
Building Facilities by Square Footage

Construction of new buildings has increased overall facilities for teaching and research, but critical space shortages remain in some areas.

Academic Year

	1996-95	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Academic Admin. Activities	2,200,557	2,291,747	2,443,606	2,496,979	2,503,902	2,813,062	2,905,070	2,895,125	3,087,586
Auxiliary Service Enterprise	1,744,474	1,750,200	1,673,291	1,678,303	1,999,456	2,316,728	2,336,216	2,440,902	3,435,769
Gross Square Feet	6,432,977	6,687,689	6,616,781	6,848,131	7,524,885	7,606,235	7,863,223	7,958,630	8,915,564

Note: Includes space under construction and leased space; includes Columbus campus; excludes off-campus facilities, Riley and University Hospitals.

Recent Trends in Building Facilities by Square Footage

- ■ Auxiliary Service Enterprise
- ■ Academic Administration Activities
- ■ Gross Square Feet

IUPUI Contracts with Disadvantaged Business Enterprises (DBEs)

	1997-98	98-99	99-00	2000-01	01-02	02-03	03-04	04-05	05-06
Minority-Owned Business Enterprises									
Number of P.O.s	905	939	1,610	1,390	1,384	2,334	2,800	1,895	11,709
Pct. of Campus Total	1.7	1.8	2.8	2.5	2.2	3.7	4.3	2.7	12.3
Dollar Amount*	1.61	1.80	2.80	3.13	2.59	2.69	2.98	5.03	4.33
Pct. of Campus Total	1.5	1.8	2.5	2.7	2.0	2.0	1.5	2.5	2.2
Women-Owned Business Enterprises									
Number of P.O.s	1,841	2,269	2,340	1,845	2,139	2,430	2,938	2,523	1,558
Pct. of Campus Total	3.5	4.3	4.0	3.3	3.4	3.9	4.5	3.6	1.6
Dollar Amount*	2.23	2.57	3.38	4.08	4.49	4.26	5.60	8.04	5.04
Pct. of Campus Total	2.0	2.6	3.0	3.5	3.5	3.2	2.7	4.1	2.6
Total for Minority- and Women-Owned Business Enterprises									
Number of P.O.s	2,746	3,208	3,950	3,235	3,523	4,764	5,738	4,418	13,267
Pct. of Campus Total	5.2	6.1	6.8	5.8	5.7	7.6	8.7	6.3	14.0
Dollar Amount*	3.84	4.37	6.19	7.21	7.07	6.95	8.59	13.08	9.37
Pct. of Campus Total	3.5	4.4	5.5	6.2	5.5	5.2	4.2	6.6	4.8

*In millions of dollars.

Note: The number and percentage of purchase orders for 2005-06 are not comparable to figures for prior years. The significant increase in volume results from a change in ordering procedures. Currently, all orders sent to suppliers are assigned individual P.O. numbers. Previously, numerous orders were consolidated under blanket P.O.s and identified by the department's account number.

Excellence in Teaching and Learning