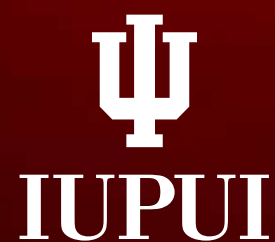




2013 PERFORMANCE REPORT

Renewing
Our Commitment:

PLANNING FOR A DYNAMIC FUTURE



A Core Campus of Indiana University



Mission (Trustee Approved –November 2005)

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.

Vision (Trustee Approved—June 2002)

The Vision of IUPUI is to be one of the best urban universities, recognized locally, nationally, and internationally for its achievements. In pursuing its mission and vision, IUPUI provides for its constituents excellence in:

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

with each of these core activities characterized by

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

Indicator colors

This report is organized around IUPUI’s mission and major goals, which appear as the main headings within each section of the report. Next to each goal, we have placed a color. The colors indicate IUPUI’s level of performance on that goal in the last year, determined according to 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.





A Message from Chancellor Charles Bantz

Renewing Our Commitment: **PLANNING FOR A DYNAMIC FUTURE**

IUPUI has never been afraid to think big—for itself, for Indianapolis, for Indiana, and beyond. Thinking big got us where we are today. It enabled us to increase baccalaureate degrees by more than 1,400 students a year since 2002, increase research funding by 50 percent, and quadruple civic engagement, involving more than 8,700 students in service learning in 2012-2013 alone. It enabled us, with the help of countless partners, friends, neighbors, faculty, and staff, to transform our campus, which would be almost unrecognizable to anyone who knew it ten years ago.

Our community partners in Indianapolis, Central Indiana, and the entire state have shared and supported our bold aspirations. That's how we were able to exceed all expectations to raise \$1.39 billion in our recently concluded IUPUI IMPACT Campaign, the largest fundraising campaign in IU's nearly 200-year history. We are deeply grateful to our IUPUI alumni, who contributed

more than \$50 million; our faculty, staff, and retirees, who gave more than \$18 million; and our community friends, foundations, and corporations, who accounted for more than \$1 billion of the campaign's total proceeds. We are committed to meeting these partners' high expectations and to continuing to innovate and collaborate to make our city, region, and state a great place to live, learn, and work.

Now it's time for us to think big again. In fall of 2012, I charged our new Executive Vice Chancellor, Nasser Paydar, with developing a strategic plan to guide IUPUI's development as we approach our 50th anniversary in 2019 and IU's bicentennial in 2020. As I write this introduction, we are finalizing the recommendations in this plan, entitled "Our Commitment to Indiana and Beyond: IUPUI Strategic Plan." "Our Commitment" was developed through an inclusive process that involved more than 250 IUPUI faculty and staff members, in consultation with more

than 50 campus and community stakeholder groups. With this plan, we renew the commitment to Indianapolis, Indiana, and beyond that has been at the core of all IUPUI planning efforts since our 1969 founding.

The plan embraces the distinctiveness of our programs, location, students, faculty, and staff. It builds on our strengths and honors our past investments, while aiming to accomplish much more in the future. Organized around three key priorities—supporting the success of our students, advancing the health and life sciences, and contributing to the well-being of people in our city, region, state, and beyond—it sets forth ten initiatives that give us a road map for continuing to advance and transform our institution:

Promote undergraduate student learning and success: Create more effective environments, practices, and support systems for student learning, success, and degree attainment.

Increase our capacity for graduate education: Develop tomorrow's intellectual leaders and scholars through enhanced opportunities in graduate education, especially Ph.D. and interprofessional programs.

Transform online education: Increase our efforts to improve access and opportunities for learners through technology-enhanced tools and practices.

Optimize enrollment management: Implement a strategic enrollment management plan that expands our reach, builds enrollments, retains students, and increases degree attainment.

Leverage our strengths in health and life sciences: Use our national leadership position in health and life sciences to advance our capabilities and contributions in interprofessional education and collaborative practice.

Accelerate innovation, discovery, and creative activity: Enhance our capacity and support for research, scholarship, and creative activity to improve the quality of life, generate new knowledge, and fuel economic development.

Deepen the campus commitment to community engagement: Increase service and experiential

learning opportunities, stimulate economic development, and use outreach and engagement to address urban community needs.

Strengthen internationalization efforts: Forge and expand effective international partnerships and prepare our students to be global citizens.

Promote an inclusive campus climate: Seek, value, and cultivate diversity in all of its forms and create an environment where all campus community members feel welcomed, supported, included, and valued.

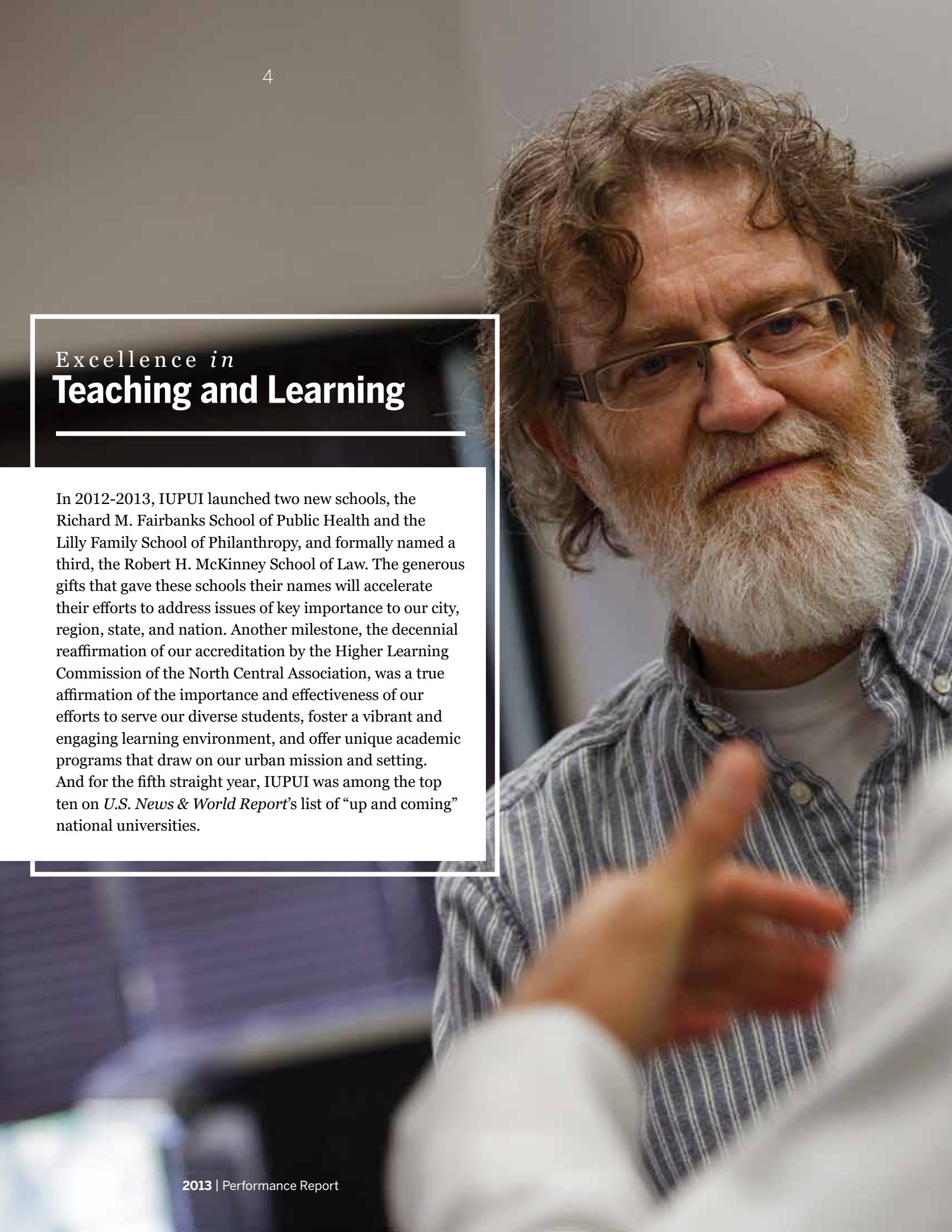
Develop faculty and staff: Invest in and develop faculty and staff so that individuals realize their potential to contribute to institutional excellence and succeed.

Each of these initiatives includes a series of strategic actions that will enable us to realize our goals. We are also developing relevant performance indicators to monitor the success of each initiative. Future IUPUI Performance Reports will be organized around the ten initiatives and will report progress on each, based on data gathered for the associated performance indicators. This report for 2012-2013 continues the focus on the three major planning themes—Excellence in Teaching and Learning, Excellence in Research, Scholarship, and Creative Activity, and Excellence in Civic Engagement—that we have tracked since 2001-2002, but highlights accomplishments that will help advance the new priorities and initiatives.

I invite you to read this report, which summarizes the highlights of 2012-2013, and to visit the report web site at iport.iupui.edu for additional details on our academic and administrative units. I invite you also to read our strategic plan, “Our Commitment to Indiana and Beyond: IUPUI Strategic Plan,” which you can access at strategicplan.iupui.edu. And I invite you to work together with us, as we have done so successfully before, to think big, aim high, and accomplish more—for IUPUI, for Indianapolis, for Indiana, and beyond.







Excellence in Teaching and Learning

In 2012-2013, IUPUI launched two new schools, the Richard M. Fairbanks School of Public Health and the Lilly Family School of Philanthropy, and formally named a third, the Robert H. McKinney School of Law. The generous gifts that gave these schools their names will accelerate their efforts to address issues of key importance to our city, region, state, and nation. Another milestone, the decennial reaffirmation of our accreditation by the Higher Learning Commission of the North Central Association, was a true affirmation of the importance and effectiveness of our efforts to serve our diverse students, foster a vibrant and engaging learning environment, and offer unique academic programs that draw on our urban mission and setting. And for the fifth straight year, IUPUI was among the top ten on *U.S. News & World Report's* list of “up and coming” national universities.



These outcomes, along with other national awards and commendations, speak to IUPUI's track record of success in developing innovative, distinctive curricula and experiences that boost student achievement. "Our Commitment to Indiana and Beyond" recognizes the need for us to continue and increase these efforts to develop the educated citizenry and workforce that Indiana needs. Thus, new initiatives are targeting the success of transfer students, sophomores, and underrepresented students. We are increasing opportunities for students to engage in proven high-impact educational practices, including better integrated academic and career advising, service learning, and undergraduate research. We are improving enrollment management and developing new online programs. And the continued expansion of the School of Medicine, along with the development of new professional master's and doctoral programs, is enlarging our capacity for graduate education.

Attract and Support a Well-Prepared and Diverse Student Body

- **Enrollment Services** reports that the entering class of 2012 was the most diverse and best prepared freshman class in IUPUI's history. Among new freshmen, 26 percent were minorities, and 381 ranked in the top ten percent of their high school graduating class, an all-time high representing 11 percent of all beginning students. Campus-wide, Fall 2012 enrollments were the most diverse on record, with minorities accounting for 18 percent of all enrolled students. International student enrollments



also set a new record, reaching 1,602, an increase of ten percent over Fall 2011, reports the **Office of International Affairs**.

- Transfer Student Services, established by **University College** in Fall 2008 to provide holistic support to transfer students during their first year at IUPUI, shares office space with the IUPUI and Ivy Tech Coordinated Programs (Passport) Office, a unit of the division of **Enrollment Services**. Over the next few years, the two units will develop collaborative programming for new transfers from Ivy Tech. Former Ivy Tech-Central Indiana students constituted 18 percent of IUPUI's undergraduate student body in Fall 2012.
- Student residence facilities were fully occupied during 2012-2013, housing 1,136 students on campus and an overflow of 266 students at Park Place Apartments, reports the **Division of Student Services**. Overall, 4.6 percent of IUPUI students lived in campus housing in

2012-2013, as work on the conversion of the former University Place Hotel and Conference Center to a housing, dining, and classroom facility continued. Research at IUPUI and its peer institutions demonstrates that living on campus is associated with higher grade point averages and graduation rates. Increased availability of campus housing also helps attract more out-of-state and international students, as well as in-state students from beyond Central Indiana.

- IUPUI was recognized as one of the 30 best non-HBCU (Historically Black Colleges and Universities) schools for minorities by *Diverse Issues in Higher Education*, a news magazine focused on minority issues in U.S. colleges and universities. Ranked number 19, IUPUI was praised for doubling its graduation rate for African American students between 2004 and 2010 through a series of targeted programs within **University College** and the **Office of Diversity, Equity, and Inclusion**.

3,670

BACHELOR'S DEGREES
IUPUI conferred an all-time high
of 3,670 bachelor's degrees in
2012-2013.

72.4

FULL-TIME UNDERGRADUATES
72.4% of IUPUI undergraduates
attended full-time in Fall 2012, compared
to 57.9% in Fall 2000.

1,596

INDIANA FRESHMEN
1,596 Fall 2012 new freshmen came
from Indiana counties outside IUPUI's
8-county service area, compared to 746
new freshmen in Fall 2002.



Support and Enhance Effective Teaching

- IUPUI's accreditation was unconditionally reaffirmed by the Higher Learning Commission of the North Central Association of Colleges and Schools. Accreditation must be reaffirmed every ten years in order for students to qualify for federal financial aid, so the stakes are high. Accrediting standards are also increasingly rigorous, and unconditional reaffirmation is no longer the norm. The Commission's report commended IUPUI for excellent and innovative academic programs, improvements in the learning environment, and civic engagement. All academic and administrative units on the campus were involved in the reaffirmation efforts, which were led by the **Division of Planning and Institutional Improvement** and the **Office of Academic Affairs**.
- IUPUI was once again recognized by *U.S. News & World Report's* annual *Best Colleges Report* for offering "Programs to Look For" in service learning, the first-year experience, and learning communities. Service learning at IUPUI is coordinated by the **Center for Service and Learning**. Learning communities and first-year seminars are offered campus-wide for entering freshmen, with overall coordination by **University College**. IUPUI has been included in these categories since *U.S. News & World Report* began featuring "Programs to Look For" in 2002.
- IUPUI is one of only 11 universities selected by the National Science Foundation and the College Board to pilot an innovative introductory computer science course aimed at addressing critical regional and national shortages of trained computer scientists. To be offered by the Department of Computer Science in the **School of Science**, the course will introduce students to seven broad, cutting-edge themes of computer science and use innovative teaching techniques to help them grasp the discipline's breadth of application and potential to transform the world. Feedback from the pilots will help NSF and the College Board design the final curriculum, to be offered as an AP course to high school students, as well as at the college level. The IUPUI pilot, which will also be supported by the **Center for Teaching and Learning**, furthers the campus's commitment to advancing STEM (Science, Technology, Engineering, and Mathematics) education at the PK-12 and postsecondary levels.





- IUPUI schools inaugurated innovative undergraduate degree programs in 2012-2013. Among others, these included: a B.S. in Technical Communication, offered by the **School of Engineering and Technology**, to respond to the demand for professionals who can communicate complex technical information in written and digital media; a B.A. in Applied Computer Science, within the **School of Science**, to provide a strong computing foundation to students seeking technology careers in various industries; a School of Science B.S. in Neuroscience, an interdisciplinary program that prepares students for careers in medicine, research, health-related sciences, and biotechnology; and a B.A. in Medical Humanities and Health Studies within the **School of Liberal Arts**, offering an interdisciplinary perspective on medicine, health and illness for students in liberal arts and pre-health professions.



Enhance Undergraduate Learning and Success

- Jason Walsman, a junior in the **School of Science** and the **Honors College**, was the first IUPUI student to be awarded the prestigious Barry M. Goldwater Scholarship. The award is presented to the country's most promising undergraduate students in math, science and engineering. A double major in environmental science and biology, Walsman plans to earn a Ph.D. in ecology, conduct research, work on applied ecology projects in developing nations, and teach at the university level.
- The **School of Dentistry** and the **School of Education** are partnering with Chicago State University to establish a Louis Stokes Alliance for Minority Participation (LSAMP) Center of Excellence for Broadening Participation in STEM fields. The Center of Excellence, funded by a five-year \$2.5 million grant from the National Science Foundation, will serve underrepresented minority students at 28 Midwest higher education institutions. Dentistry is also collaborating with Ivy Tech-Central Indiana on a pilot program supporting development of a cohort of academically prepared underrepresented students interested in dentistry careers. The goal is to foster a diverse oral health workforce to help ensure that all people have access to oral health care.





- The **Lilly Family School of Philanthropy** graduated its first students in 2012-2013, including six B.A. recipients. Over the past two years, the undergraduate Philanthropy major has grown from 5 students to 50. IUPUI's other new school, the **Richard M. Fairbanks School of Public Health**, reports that its undergraduate degree programs served 170 majors in 2012-2013. The most popular Public Health major is currently the B.S. in Health Services Management, and the newest undergraduate program is the B.S. in Community Health.

Provide Effective Graduate and Professional Programs

- Several IUPUI graduate and professional programs won recognition as among the nation's best in 2012-2013. The M.A. in Applied Communication program offered by the Department of Communication Studies in the **School of Liberal Arts** was recognized as the best master's program in Communication Studies by the National Communication Association. **The School of Engineering and Technology** was ranked third among engineering graduate schools in its size category by *U.S. News & World Report*, while the **School of Nursing's** graduate programs ranked 15th overall nationally and 10th among public nursing schools. For the fourth consecutive year, *U.S. News* ranked the **Kelley School of Business** Evening MBA program as one of the nation's ten best part-time MBA programs.
- Continuing the expansion it began in 2008, the **School of Medicine** welcomed its largest-ever first-year class of 335 in Fall 2012, and graduated its largest class ever of 302 in Spring 2013. The expansion addresses a projected severe national and regional shortage of physicians.
- Newly launched doctoral and master's degree programs include: the **School of Education's** Ph.D. in Urban Education, which develops research leaders to address the needs of students and schools in complex urban environments; the Business of Medicine MBA program, offered by the **Kelley School of Business** to equip practicing physicians for management roles in a rapidly changing healthcare environment; the Master of Physician Assistant Studies, within the **School of Health and Rehabilitation Sciences**, intended to prepare health professionals committed to providing health care in underserved and rural communities; and an online Master of Social Work program delivered outside the traditional semester format by the **School of Social Work**. In addition, the IU Board of Trustees and the Indiana Commission for Higher Education have approved the Ph.D. in Health Communication, which will be offered by the Department of Communication Studies in the **School of Liberal Arts** beginning in Fall 2014.

STUDENT DEMOGRAPHICS

Beginning in 2010, Indiana University began reporting race/ethnicity using a new set of definitions required by the National Center for Education Statistics (NCES). Both the old and new race/ethnic categories are included in this table to allow for longitudinal comparisons. Overall, minority student enrollment at IUPUI has increased both in absolute numbers and as a percentage of all students over the past ten years. African-American students remain the largest minority group at IUPUI, although the number of Hispanic American students has more than doubled over the past decade. The number of international students enrolled at IUPUI continues to grow and now accounts for more than five percent of the student body.

FALL SEMESTERS	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Ethnicity										
African-American	2,718	2,814	2,812	2,631	2,650	2,630	2,743	2,806	2,871	2,965
Asian American/Pacific Islander	816	882	907	980	1,059	1,155	1,132	1,178	1,150	1,205
Hispanic American	541	612	649	669	724	731	795	998	1,129	1,292
Native American	95	96	89	99	89	83	78	67	58	41
Total Minority	4,170	4,404	4,457	4,379	4,522	4,599	4,748	5,049	5,208	5,503
International ¹	913	925	916	955	1,137	1,357	1,347	1,363	1,446	1,602
White/Unknown	24,777	24,624	24,560	24,430	24,195	24,344	24,288	24,154	23,876	23,346
Total Student Headcount	29,860	29,953	29,933	29,764	29,854	30,300	30,383	30,566	30,530	30,451

African-American as Percent of All Students	9%	9%	9%	9%	9%	9%	9%	9%	9%	10%
Total Minority as Percent of All Students	14%	15%	15%	15%	15%	15%	16%	17%	17%	18%
UR Minority as Percent of All Students ²	11%	12%	12%	11%	12%	11%	12%	13%	13%	14%
UR Minority as Percent of SAT Takers in IUPUI's Service Area ³				16%	14%	14%	15%	16%	16%	16%

Ethnicity - New NCES Definition effective Fall 2010

Black or African-American	2,806	2,871	2,965
Asian	1,159	1,133	1,193
Hispanic/Latino	998	1,129	1,292
American Indian or Alaska Native	67	58	41
Native Hawaiian/Other Pacific Islander	19	17	12
Two or More Races	402	621	839
Total Minority ⁴	5,451	5,829	6,342
International ¹	1,363	1,446	1,602
White/Unknown	23,752	23,255	22,507
Total Student Headcount	30,566	30,530	30,451

African-American as Percent of All Students	9%	9%	10%
Total Minority as Percent of All Students ⁴	18%	19%	21%
UR Minority as Percent of All Students ²	14%	15%	17%
UR Minority as Percent of SAT Takers in IUPUI's Service Area ³	16%	16%	16%

STUDENT DEMOGRAPHICS (CONTINUED)

Females continue to outnumber males, and the percentage of students age 25 or older continues to decline.

FALL SEMESTERS	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Gender										
Male	12,545	12,682	12,570	12,445	12,560	13,052	12,898	13,135	13,231	13,142
Female	17,315	17,271	17,363	17,319	17,294	17,248	17,485	17,431	17,299	17,309
% Female	58%	58%	58%	0.58%	58%	57%	58%	57%	57%	57%
Age										
Invalid Birthdates	1	1	2	0	2	0	0	0	0	0
Under 18	125	160	166	157	187	231	318	274	290	242
18-22	11,297	11,123	11,093	11,174	11,544	11,910	12,386	12,539	12,713	13,196
23-24	4,190	4,392	4,424	4,283	4,136	4,283	4,312	4,355	4,498	4,410
25 and over	14,247	14,277	14,248	14,150	13,985	13,876	13,367	13,398	13,029	12,603
Percentage 25 and over	48%	48%	48%	48%	47%	46%	44%	44%	43%	41%

1–Based on country/visa as reported by the Office of International Affairs. | 2–UR (Under-Represented) minority does not include Asians | 3–Source: College Board |

4–Two or More Races are included in Total Minority.

STUDENT ENROLLMENT

Student enrollment reached a record high in 2010. IUPUI has enrolled an increasing number of full-time undergraduates in recent years and a decreasing number of part-time students. Master's enrollment reached a high in 2008, but has decreased since then. Enrollment in doctoral-research programs has increased steadily. Enrollment in doctoral-practice programs has increased over much of the period, but has held steady over the past two years. Credit hours have increased over the past ten years.

FALL SEMESTERS	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Fall Semester Enrollment										
Total Enrollment	29,860	29,953	29,933	29,764	29,854	30,300	30,383	30,566	30,530	30,451
Undergraduate										
Full-Time	13,371	13,637	13,736	13,942	14,408	14,893	15,696	16,015	16,085	16,127
Part-Time	8,018	7,535	7,702	7,251	6,794	6,530	6,423	6,230	6,151	6,144
Graduate										
Master's ¹	3,865	4,020	4,365	4,693	4,803	5,035	4,315	4,346	4,377	4,250
Doctoral-Research	290	317	373	451	455	502	564	606	643	697
Doctoral-Practice	2,434	2,517	2,550	2,580	2,600	2,637	2,718	2,738	2,790	2,792
Non-degree	1,882	1,927	1,207	847	794	703	667	631	484	441
Credit Hour Enrollments										
(Spring and Fall)	598,423	609,400	611,025	616,316	623,846	639,295	660,559	672,728	679,801	677,253

1–Includes post-baccalaureate certificate seekers

ACADEMIC BACKGROUND OF NEW UNDERGRADUATES

As a result of changing admissions practices, IUPUI is enrolling better prepared students as measured by average SAT scores and high school class rank. Among first-time freshmen, the numbers of valedictorians, salutatorians, and students ranked in the top ten percent of their high school class increased in Fall 2012.

FALL SEMESTERS	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
New Freshmen Average SAT Score											
University College Conditional Admits	917	903	905	905	877	885	892	881	884	905	863
University College Regular Admits	1006	1002	1002	992	994	988	998	967	967	957	964
Direct School/Dual Admits	1087	1093	1094	1113	1102	1089	1092	1089	1076	1082	1099
Overall Average	986	988	993	997	994	990	1005	1001	1003	996	1004
H.S. Class Rank											
Pct. from Top Quartile	28	32	31	33	35	40	46	45	44	44	44
Pct. from Bottom Quartile	7	6	7	5	5	3	1	1	1	1	1
Average Percentile Rank	59	61	60	61	63	67	70	71	70	70	70
Avg. Number of College Prep Units											
	16.8	17.0	17.3	17.6	18.6	18.3	19.1	23.7	27.1	30.4	26.6
Number of New Valedictorians and Salutatorians¹											
	9	20	17	16	22	40	45	44	38	33	47
First-Time Freshmen Ranked in the Top 10 pct. of Their High School Graduating Classes											
	177	221	249	213	273	345	375	371	350	344	381
Top 10 pct. as Percent of all First-Time Freshmen											
	6%	8%	9%	8%	10%	12%	12%	12%	12%	11%	11%
Pct. Requiring Remediation²											
Mathematics	40	31	28	31	25	24	21	47	47	49	46

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

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





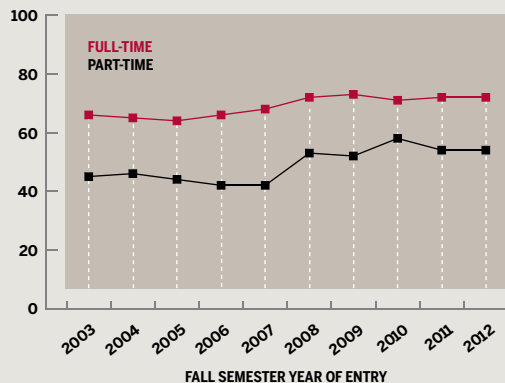
STUDENT RETENTION

Retention of IUPUI's predominantly commuter student population has always been challenging. Despite a decline for the 2010 cohort, one-year retention rates have increased for first-time, full-time freshmen over the past ten years. The upward trend is due in part to better prepared students and in part to a wide array of retention initiatives.

FALL SEMESTER YEAR OF ENTRY

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Retention of First-time Freshmen										
Full-time	66%	65%	64%	66%	68%	72%	73%	71%	72%	72%
Part-time	45%	46%	44%	42%	42%	53%	52%	58%	54%	54%

TREND



GRADUATION RATES FOR FIRST-TIME, FULL-TIME BEGINNERS

The graduation rate for first-time, full-time beginners at IUPUI has increased substantially over the last ten years. The increase is due in part to better prepared students and in part to a wide array of retention initiatives.

FALL SEMESTER YEAR OF ENTRY**

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Graduation Rates										
150% Rate**	23%	22%	25%	28%	31%	33%	34%	35%	33%	39%

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



DEGREES CONFERRED

The total number of degrees conferred at IUPUI has climbed steadily over most of the last decade, but dipped in 2012-13. Baccalaureate degree conferrals reached a ten-year high in 2012-13. The number of degrees earned by minority students has increased over this period.

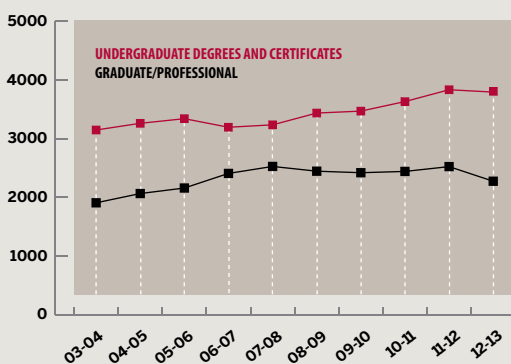
DEGREE YEAR

(JULY TO JUNE)

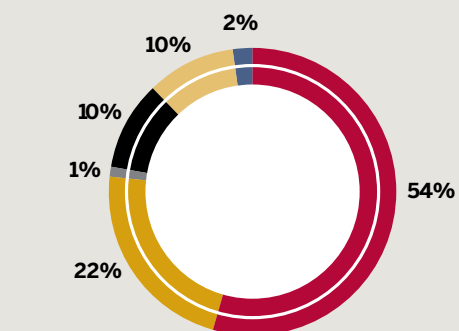
	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
Certificate	439	469	442	459	487	467	409	556	629	663
Associate	649	608	565	444	405	364	289	229	201	160
Bachelor's	2,499	2,654	2,776	2,751	2,831	3,073	3,181	3,404	3,633	3,670
Master's	1,267	1,410	1,490	1,689	1,807	1,759	1,669	1,687	1,753	1,520
Doctoral-Research	35	26	31	34	44	56	48	57	35	48
Doctoral-Practice	605	629	638	685	676	631	703	698	736	707
Total	5,494	5,796	5,942	6,062	6,250	6,350	6,299	6,631	6,987	6,768
Total African-American	423	438	488	427	475	487	521	454	514	516
Total Minority	705	747	805	788	848	876	888	952	1,011	976
Total Minority (new IPEDS definition)**								1,003	1,084	1,081

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

TREND



2012-13 DISTRIBUTION



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

UNDERGRADUATE ALUMNI EMPLOYMENT AND FURTHER EDUCATION OUTCOMES

Ninety-two percent of undergraduate alumni respondents reported that they were employed full- or part-time. Of those, 87% indicated that their IUPUI education prepared them somewhat or very well for that job. Ninety-four percent reported that their IUPUI education enhanced their chances for future advancement somewhat or very well. Approximately 96% indicated that they were very satisfied or satisfied with the quality of education they received at IUPUI.

FALL 2011 BACHELOR'S DEGREE RECIPIENTS

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

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

GRADUATE ALUMNI EMPLOYMENT AND FURTHER EDUCATION OUTCOMES

Ninety-five percent of master's and 97 percent of doctoral alumni respondents indicated that they were employed full- or part-time. At least 97 percent of both master's and doctoral respondents were very satisfied or satisfied with the overall quality of academic experiences at IUPUI or the quality of instruction by faculty in their major area.

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

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





STUDENT PARTICIPATION IN RISE¹ EXPERIENCES

Forty-one percent of senior respondents in 2013 indicated that they had participated in a practicum, internship, field experience, or clinical assignment, an increase over the previous Continuing Student Survey administration in 2011. About 60 percent of seniors in 2013 indicated that they had participated in community service or volunteer work. Eight percent of senior respondents in 2013 indicated that they had studied abroad and 12 percent indicated that they had participated in research with a faculty member outside course or program requirements.

	2004a	2006a	2009a	2010b	2011b	2012a	2013b
Practicum, internship, field experience, co-op experience, or clinical assignment							
First-Year	2%	8%	6%	6%	7%	9%	3%
Seniors	36%	43%	46%	41%	35%	46%	41%
Community service or volunteer work							
First-Year	39%	48%	46%	56%	39%	55%	19%
Seniors	43%	53%	60%	64%	55%	60%	60%
Work on a research project with a faculty member outside of course or program requirements							
First-Year	3%	6%	6%	6%	5%	9%	6%
Seniors	12%	16%	18%	14%	15%	18%	12%
Study abroad							
First-Year	3%	3%	3%	1%	1%	3%	0%
Seniors	6%	8%	10%	7%	9%	8%	8%

1—Research, International experience, Service learning and other Experiential learning | a—Source: National Survey of Student Engagement |

b—Source: Continuing Student Survey

THE ACADEMIC AND NON-ACADEMIC WORKFORCES

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

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

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

Representation of women and African-Americans among professional staff more closely resembles the diversity of IUPUI's student population than does the representation of women and African-Americans among tenured and tenure-track faculty.

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

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



Excellence in **Research, Scholarship, and Creative Activity**

IUPUI research, scholarship, and creative activity aim to improve people's lives, transfer technology and expertise, and spur economic development. The academic diversity of the campus promotes a rich environment where inter- and multi-disciplinary innovations and discoveries are forged. Our strengths in health and life sciences and STEM, as well as in other professional disciplines, the arts and humanities, and the social sciences position us to pursue initiatives with direct application to issues and needs in our community and beyond. And with external grants totaling more than \$305 million in 2012-2013, we continue to be one of Indiana's leading research institutions.



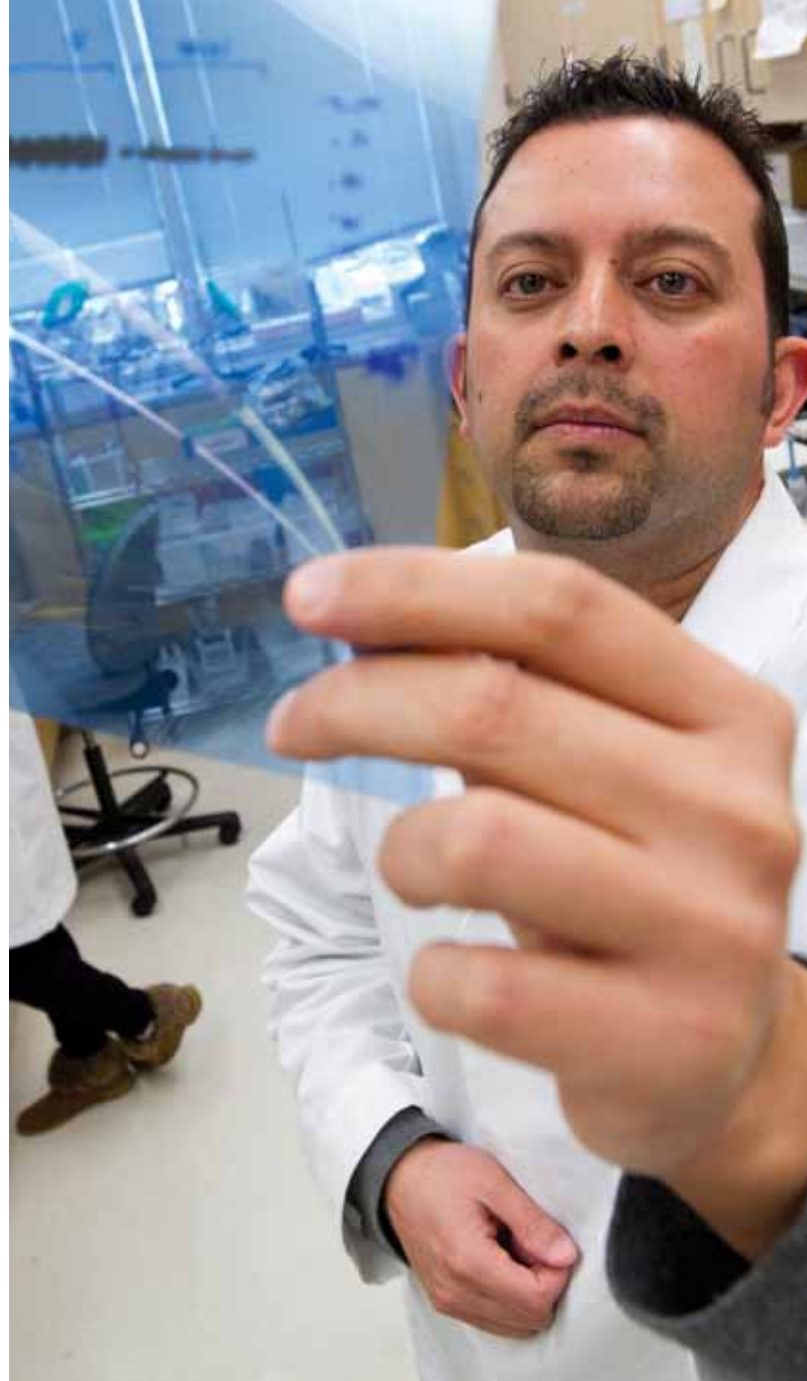
We are proud of these achievements, but we must do more for Indianapolis and Indiana. We must develop new university-industry partnerships, for example, to advance research, innovation, manufacturing, and entrepreneurship in life sciences business and industry and to ensure that Indiana retains its national leadership position in this key sector. “Our Commitment” also calls for initiatives to enable the campus to respond more quickly to opportunities for research partnerships with local and state businesses and non-profits. We have already begun this work and launched new initiatives to translate research into practice. In addition, as this and other sections of this report show, we are expanding our capacity for graduate education and creating new opportunities for undergraduates to engage in research and creative activity in order to foster Indiana’s next generation of researchers, inventors, and artists.

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

- The Indianapolis Motor Speedway was the focus of two IUPUI research and scholarship initiatives. An economic impact study conducted by the Public Policy Institute of the **School of Public and Environmental Affairs** found that the Speedway and associated motor sports businesses generate more than \$510 million annually for the Indiana economy, and account for 6,200 jobs, \$235 million in compensation, and \$145 million spent by 200,000 visitors each year. The Speedway’s rich

history is captured in the Indianapolis Motor Speedway Collection, an ambitious digitization project made possible by a collaboration between the Speedway and IUPUI's **University Library**. Funded by the U.S. Institute of Museum and Library Services, the collection of more than 14,000 images can be viewed online on the library's web site.

- The former City Hall building in downtown Indianapolis was the setting for **Vacant**, a one-night-only exhibition featuring 48 **Herron School of Art and Design** students and alumni. Part of the May 2013 First Friday gallery walk, the event was planned by three Herron seniors, Taryn Cassella, Anna Martinez and Andrea Townsend, to bring community members together in one of the city's historic buildings. The exhibition was expected to draw 300-500 guests, but it attracted 4,000, including Governor Mike Pence. The students were responsible for every aspect of the event, from obtaining insurance and permits, to advertising, to designing the look of the exhibition.
- *Two Presidents Are Better Than One: The Case for a Bipartisan Executive Branch*, the latest book by **McKinney School of Law** professor and former state legislator David Orentlicher, calls on Americans to reconsider the structure of our executive branch. Published in May 2013 by New York University Press, the volume examines other countries with a plural executive and explains how a two-person, two-party presidency might be implemented effectively. The book has attracted national attention and was featured on CSPAN's *Book TV* in April.
- **School of Medicine** professors Mark R. Kelly and Melissa L. Fishel were awarded a five-year, \$3.2 million grant from the National Cancer Institute to develop and improve therapies for pancreatic cancer, the fourth leading cause of cancer death in the U.S. The researchers will focus on investigating the signaling pathways and molecular mechanisms that contribute to pancreatic tumor progression and resistance to therapy.



\$305.2_m

EXTERNAL RESEARCH FUNDING
IUPUI researchers were awarded
\$305.2 million in external grants
in 2012-2013.

194

IUPUI SOLUTION CENTER
The IUPUI Solution Center facilitated
internships, class projects, and community-
based research with 194 community
organizations and businesses.

13

SCHOOL OF NURSING
The School of Nursing ranked 13th
nationally out of 77 nursing schools in
amount of 2012 NIH funding.

Provide Support to Increase Scholarly Activity and External Funding

- The **Office of the Vice Chancellor for Research** (OVCR) offers support services that help IUPUI faculty and staff members develop successful proposals for external grants. The OVCR also administers and coordinates multi-school and multi-campus research collaborations, and provides seed money to new projects with high potential to attract external dollars. In 2012-2013, the OVCR established partnerships among the **Schools of Engineering and Technology, Science, and Medicine** to boost bionanotechnology research, resulting in proposals and funded grants totaling more than \$4,000,000. The OVCR's eight ongoing internal grant programs supported development and submission of 119 proposals, with 76 of those funded for a total of \$1,405,360. The office also funded eight research commercialization projects under the Funding Opportunities for Research Commercialization (FORCES) program, designed to support IUPUI researchers in transforming research findings into commercially viable outcomes.
- The Signature Centers initiative, a joint project of the **Office of Academic Affairs** and the **Office of the Vice Chancellor for Research**, granted seed money to two new potential IUPUI Signature Centers: the Center for Cancer Population Analytics and Patient-Centered Informatics, a collaboration between the **School of Medicine** and the **School of Informatics and Computing** that will develop patient-centered, cutting-edge health information technologies to improve cancer patients' lives and enhance services to populations of patients; and the Center for the Cure of Glioblastoma in the School of Medicine, which seeks a cure for the most common malignant primary brain tumor in humans.

- Two previously funded Signature Center projects received the formal Signature Center designation: the Institute for American Thought in the **School of Liberal Arts**, home of IUPUI's American Studies program and Professional Editing certificate, and of scholarly editions of texts by philosophers Charles Peirce, Josiah Royce, and George Santayana, abolitionist Frederick Douglass, and fantasy writer Ray Bradbury; and the Research in Palliative and End-of-Life Communication and Training Center, a multi-disciplinary center with researchers from the **Schools of Medicine, Nursing, Science, Liberal Arts**, and **Engineering and Technology**.

Enhance the Infrastructure for Research and Creative Activity

- The **School of Medicine's** Melvin and Bren Simon Cancer Center joined other Big Ten universities' cancer centers to form the Big Ten Cancer Research Consortium. The Consortium aims to transform cancer patients' lives through collaborative oncology trials that take advantage of the research infrastructure and clinical expertise at each of the member institutions. Geographical distribution will also enable trials to be conducted within more broadly representative populations. Initial clinical trials will focus on molecular diagnostics, as researchers seek to understand what drives the growth of various cancers and how they might be stopped. The Indianapolis-based Hoosier Oncology Group will serve as administrative headquarters for the Consortium.





- The study of neurosciences and the treatment of brain disorders, priorities across the IUPUI campus for more than a decade, took a step forward with the August 2012 groundbreaking for the Neurosciences Research Building at 16th Street and Senate Avenue. Scheduled to open in 2014, the building will provide **School of Medicine** scientists with state-of-the-art facilities for research in a broad range of neuroscience fields, including neurotrauma, dementias, addiction, and pain. The building's location adjoining the ambulatory care and imaging center of the IU Health Neuroscience Center and across the street from IU Health Methodist Hospital will encourage collaboration among scientists and clinicians to speed research findings to the clinic. The complex will make up one of the largest concentrations of neuroscience researchers and practitioners in the U.S.
- The **Office of the Vice Chancellor for Research** worked with faculty across the IUPUI campus to continue developing the IUPUI Arts and Humanities Institute. The Institute supports research and creative activity in the arts and humanities, promotes educational innovation in these fields, and serves as a liaison with the community in developing arts and humanities initiatives. Unlike arts and humanities institutes at other universities, the IUPUI Institute includes not only faculty from the **School of Liberal Arts** and the **Herron School of Art and Design**, but also members from the **Schools of Engineering and Technology, Informatics and Computing**, and **Medicine**. The OVCR also oversaw the continued development of the IUPUI STEM Education Research Institute, which promotes and coordinates research on STEM education across the campus and with external partners. The STEM Institute is a collaboration among the **Schools of Education**, Engineering and Technology, and **Science**, along with the OVCR.



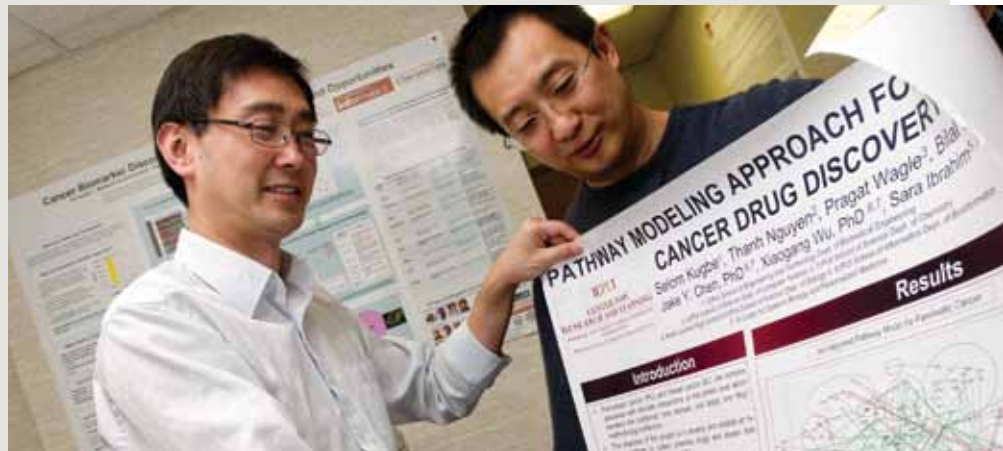
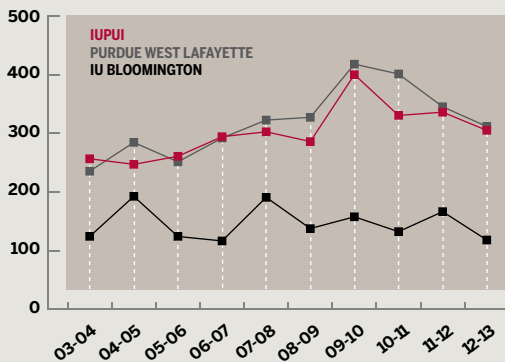


GRANT AND CONTRACT AWARDS¹

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

FISCAL YEAR	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
IUPUI	256.8	247.3	261.1	294.5	302.8	286.2	400.3	330.7	336.3	305.2
IU Bloomington	124.4	192.7	124.4	116.8	191.1	137.9	157.9	132.6	166.7	118.4
Purdue West Lafayette	235.6	284.7	251.6	292.2	322.8	327.5	418.1	401.4	345.5	311.9

1—In millions of dollars.



GRANT AND CONTRACT INCOME BY PURPOSE¹

Almost two-thirds of IUPUI's external grant and contract funding for 2012-13 is for research.

FISCAL YEAR (JULY TO JUNE)	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
Total	\$256.8	\$247.3	\$261.1	\$294.5	\$302.8	\$286.2	\$400.3	\$330.7	\$336.3	\$305.2
Research	164.4	157.4	168.0	148.3	195.0	185.7	279.1	211.1	209.6	189.4
Instruction	12.4	8.5	11.9	12.2	9.6	11.9	12.4	8.1	10.3	8.3
Public Service/Other ²	80.1	81.5	81.2	134.0	98.2	88.6	108.8	111.5	116.5	107.5

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



Excellence in Civic Engagement

Commitment to community engagement is in IUPUI's DNA. The campus was created in large part to serve the Indianapolis and Central Indiana communities. Now "Our Commitment to Indiana and Beyond" calls on us to go *beyond* our past accomplishments and to deepen our commitment to community engagement. Specifically, we will develop initiatives focused on expanding service learning, promoting economic development, and addressing urban needs. We will coordinate, evaluate, and report on engagement activities more systematically; define an effective economic model for community engagement; and re-envision the roles of students, faculty, and staff in a contemporary engaged urban institution. As has been our tradition, this work will take place "in and with," rather than "to and for," the various communities we serve.



As we look to deepen our commitment to civic engagement, we are encouraged by the enormous progress we have made over the past decade. The work of our students, faculty, and staff to improve life in Indianapolis, Central Indiana and beyond has earned recognition and numerous awards locally, statewide, and nationally. Students and faculty have increased their engagement in service learning almost tenfold between 2003-2004 and 2012-2013, as measured by hours of service provided. Initiatives like TRIP—Translating Research into Practice—have accelerated the application of our research findings to improving the quality of life in Indiana and beyond. We thus have a strong foundation to build on and every reason to be confident of our ability to accomplish even more in the years to come.

Enhance Capacity for Civic Engagement

- With funding from the JPMorgan Chase Foundation and matching funds from the IUPUI Solution Center in the **Office of the Vice Chancellor for Research**, IUPUI students expanded services to Indy's Near Eastside at the Chase Near Eastside Legacy Center. More than 250 students from the Department of Kinesiology in the **School of Physical Education and Tourism Management** operated the Legacy Center's Fitness Zone ("Powered by IUPUI"), leading group fitness classes, providing personal training, and working with people recovering from strokes, heart attacks, and other health conditions. Area residents who regularly attended the Fitness Zone

demonstrated improved blood pressure, strength, and cardiovascular endurance.

- The Solution Center's Near Eastside Legacy Initiative also supported the Healthy Smiles for Employability program, enabling School of Dentistry students to offer more than 350 free dental treatments to uninsured patients. The program aims to boost unemployed adults' employment prospects and self-confidence by replacing missing teeth. Between 2011 and 2013, the Legacy Initiative engaged 80 students, 13 faculty members, 12 IUPUI schools and 11 Near Eastside community organizations in the development of 17 community projects.
- Surveys show that the majority of American adults cannot name the three branches of the U.S. government or define our basic constitutional principles. IUPUI's new Center for Civic Literacy, led by Sheila Suess Kennedy of the **School of Public and Environmental Affairs** and Tony Cox of the **Kelley School of Business**, is addressing this "civic deficit," which impairs civic participation, and political debate. In its first year, the Center developed comprehensive web resources on civic literacy, began a newsletter and a journal, and launched research projects on such issues as "Defining Civic Literacy" and "Civic Identity, Public Education, and the African American Community in Indianapolis." A national conference engaged 50 participants, including Supreme Court Justice David Souter and former Justice Sandra Day O'Connor. Researchers from the **McKinney School of Law** and the **Schools of Liberal Arts, Medicine, and Education** are also contributing to the Center's mission to understand and address the causes of the civic deficit.



277,539

SERVICE LEARNING HOURS

Students involved in service learning provided 277,539 hours of service to community partners, 18.5 times as many hours as were contributed in 2002-2003.

\$9.6m

VALUE OF SERVICE LEARNING

Based on national volunteer and pro bono rates, IUPUI students contributed an estimated \$9.6 million of community service through service learning courses.

\$1m

SAM H. JONES SCHOLARS

195 Sam H. Jones Community Service Scholars contributed 43,588 hours of service, estimated to have a value of nearly \$1 million.

- In response to increased student interest, the **Center for Service and Learning** and the Office of Student Involvement in the **Division of Student Affairs** expanded the campus-wide Alternative Breaks Program to 10 trips involving 117 student, faculty, and staff participants in 2012-2013. Fall Alternative Break participation alone grew 200 percent. IUPUI Alternative Breaks are student-led, service-based trips within the U.S. that take place during the fall, spring, and summer academic breaks. An alternative to standard college break trips, they offer students opportunities to create positive, sustainable change in communities. In addition to providing community service, students meet daily for group education and reflection activities.

Enhance Civic Activities, Partnerships, and Patient and Client Services Locally, Statewide, Nationally, and Globally

- Service learning engages students in serving the community as part of a course or other credit-bearing learning experience. IUPUI's **Center for Service and Learning** reports that approximately 8,711 students in 501 service learning course sections provided 277,539 hours of service to 292 community partners and organizations in 2012-2013. Based on national volunteer and pro bono rates, these hours represent a value of approximately \$9.6 million.
- The IU Center for Health Services and Outcomes Research and the Regenstrief Institute Inc. won a \$2 million three-year award from the Patient-Centered Outcomes Research Institute (PCORI) to study ways to improve health care access for the underinsured. Led by Bradley N. Doebbeling of the **Schools of Medicine** and **Informatics and Computing**, researchers will work with Indiana community health centers that provide primary care to low-income and uninsured citizens. The project will draw on the experiences of patients, providers, and staff members to identify the most efficient and effective strategies for helping underinsured people get needed care for common health problems. PCORI,

created as part of the Patient Protection and Affordable Care Act of 2010, supports health research that emphasizes inclusion of patients and caregivers in the study process. The IU/Regenstrief study is one of 51 projects selected for PCORI funding out of 400 applications.

- **School of Nursing** Dean Marion Broome and faculty member Mary Beth Riner collaborated with the University of Liberia's Tubman National Institute for Medical Arts (TNIMA) and the John F. Kennedy Medical Center, Liberia's largest hospital, to offer courses on leadership development for nurse managers in Monrovia, Liberia and to plan Liberia's first public RN-BSN program. The School of Nursing collaboration is part of a larger, IU-wide, USAID-funded initiative to address critical shortages of health care workers and health educators in Liberia, which is emerging from two decades of civil war that decimated the health care infrastructure and workforce. Broome and Riner's efforts are building leadership capacity in the Medical Center's nurse managers (who also supervise the clinical education of TNIMA students) and enhancing the teaching skills of TNIMA faculty.

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

- A \$1.9 million grant from the U.S. Department of Education funds the work of the **School of Education's** Annela Teemant with PK-12 teachers who teach English Language Learners in Indiana's urban school districts. Teemant's methods were credited for two of the state's biggest I-STEP gains in 2012, a 30 percent increase in pass rates at Columbus Signature Academy Fodrea Campus—the state's highest gain—and a 22 percent increase at IPS's Meredith Nicholson Elementary. Teemant uses an instructional coaching model focused on designing cognitively challenging tasks in which small groups of students engage in collaborative problem solving. The overall goal is to increase teacher professionalism, rather than to standardize teaching, using research-based principles of effective teaching and learning practice.





- The **School of Informatics and Computing** hosted the 2013 Hoosier Healthcare Innovation Challenge, sponsored by Develop Indy, Techpoint, and Ice Miller, LLP. The Challenge brings together innovative leaders in Indiana's healthcare and technology communities to solve some of the most difficult problems facing health care and health informatics. The event attracted more than 200 clinicians, technology developers, designers, and entrepreneurs from across the state.
- The Center for Teaching and Learning at **Indiana University-Purdue University Columbus**, on behalf of the Southeast Indiana Core to College Collaborative (SEICCC), was awarded one of three Core to College grants by the Indiana Commission for Higher Education (ICHE). IUPUC will work with SEICCC partners Ivy Tech Community College-Columbus/Franklin, Bartholomew Consolidated School Corporation, Decatur County Community Schools, and Jac-Cen-Del Community School Corporation to help establish a statewide definition of college readiness and promote greater academic alignment between Indiana PK-12 and higher education institution. The goal is to increase college readiness among Indiana students through implementation of the Common Core State Standards in mathematics and reading. The Indiana Core to College program is directed by the ICHE and funded, as part of a multi-state initiative, by the Lumina Foundation, the Rockefeller Philanthropy Advisors, the William and Flora Hewlett Foundation, and The Bill & Melinda Gates Foundation.



SERVICE LEARNING

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

ACADEMIC YEAR	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
Classes	41	53	157	119	150	223	309	372	514	501
Faculty Involved	50	54	100	92	123	120	138	167	208	195
Student Enrollment	2,001	2,079	2,900	2,659	3,925	4,647	6,211	8,487	9,955	8,711
Hours of Service	28,162	49,048	47,592	41,797	74,641	90,331	118,000	158,913	181,262	277,539
Community Partners	210	211	296	178	252	232	230	186	278	292

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





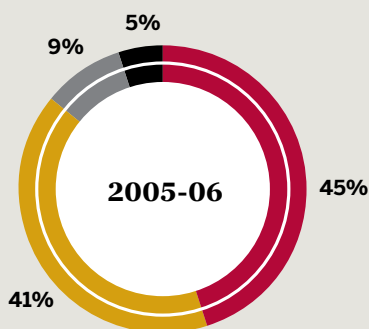
RECENT TRENDS IN IUPUI BUDGETED EDUCATION AND GENERAL REVENUES

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

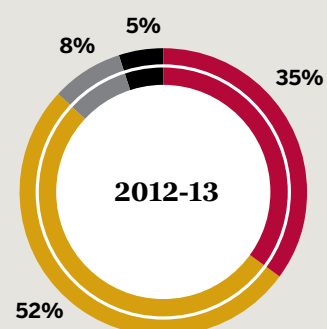
FISCAL YEAR

(JULY TO JUNE)

	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
State Appropriation	\$208,249,464	\$208,996,707	\$221,431,012	\$230,023,021	\$231,939,802	\$211,325,125	\$211,347,086	\$214,404,529
Student Fee Income	\$187,135,948	\$202,829,632	\$221,140,705	\$249,512,190	\$257,474,927	\$279,462,565	\$310,107,923	\$311,585,128
Indirect Cost Recovery	\$40,122,750	\$39,145,853	\$35,853,737	\$37,553,592	\$39,895,299	\$46,422,377	\$46,963,886	\$47,257,148
Other Income	\$22,793,143	\$26,819,187	\$28,031,251	\$28,737,477	\$29,707,652	\$25,422,738	\$31,349,825	\$32,456,583
Total	\$458,301,305	\$477,791,379	\$506,456,705	\$545,826,280	\$559,017,680	\$562,632,805	\$599,768,720	\$605,703,388



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



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



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Images courtesy of Indiana University.

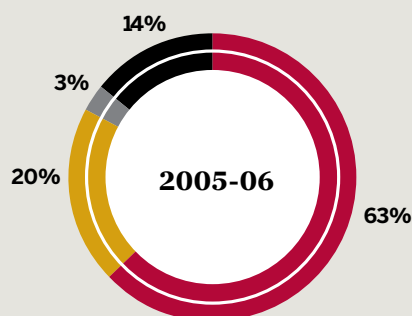
RECENT TRENDS IN IUPUI BUDGETED EXPENDITURES

Since 2005, the percentages for budgeted expenditures have remained fairly stable in most categories, except for student financial aid, where the percentage has more than doubled.

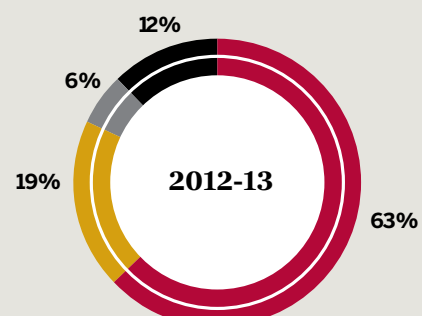
FISCAL YEAR

(JULY TO JUNE)

	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
Compensation	\$289,664,523	\$302,383,309	\$316,939,582	\$340,930,927	\$348,631,961	\$355,913,583	\$379,456,940	\$383,592,669
General S & E	\$91,178,616	\$96,037,411	\$106,631,989	\$120,768,029	\$123,684,368	\$110,538,173	\$114,457,831	\$117,674,182
Student Financial Aid	\$12,918,916	\$14,598,697	\$17,334,382	\$22,300,279	\$23,877,321	\$29,332,194	\$33,088,492	\$33,818,148
Other Expenses	\$64,127,250	\$64,771,962	\$65,550,752	\$61,827,045	\$62,824,030	\$66,848,855	\$72,765,457	\$70,618,389
Total	\$457,889,305	\$477,791,379	\$506,456,705	\$545,826,280	\$559,017,680	\$562,632,805	\$599,768,720	\$605,703,388



COMPENSATION | GENERAL S&E
STUDENT FINANCIAL AID | OTHER



COMPENSATION | GENERAL S&E
STUDENT FINANCIAL AID | OTHER



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